DOCUMENT RESUME

ED 057 015 SP 005 425

TITLE	Youth and Careers in Education.
INSTITUTION	National Center for Information on Careers in Education, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
PUB DATE	Oct 71
GRANT	OEG-0-70-4416(726)
NOTE	191p.
AVAILABLE FROM	National Center for Information on Careers in Education, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009 (single copy free)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Career Choice; *Career Opportunities; *Career Planning; *Educational Opportunities; *Educational Research

ABSTRACT

This is a report on the findings of a qualitative attitude study intended as the first step in the development of programs to inform young people about career possibilities in education. It is divided into four parts and seven appendixes. Part 1 gives the summary and highlights of the major findings and conclusions. Part 2 gives, primarily in tabular form, the quantitative findings of the study based on the results of the self-administered questionnaire. Part 3 gives a qualitative analysis of the findings by relating the quantitative data to the explanations of why the students felt as they did, based on the reasons they gave in personal depth interviews. Part 4 offers a professional analysis of the underlying attitudes of the students, based on all the data and analytical resources available, Appendix A looks at key research relating to youth, education and careers carried out during the past 20 years. The other appendixes provide a more detailed description of the project's design, rationale, and methodology; a look at the sample, the survey instruments used in carrying out the project, supplementary statistical tables, a list of references and source materials; and brief biographical information about the principal persons who comprised the research team. (MBM)

N. C. I. C. E.

The National Center for Information on Careers in Education collects and evaluates existing career materials, generates new materials, and serves as a research and central resource center for individuals and groups interested in careers in education or in recruiting within an educational program. The major objective of the NCICE is to affect the quantity and quality of people choosing a career in education as their life's work.

The Center defines education careers to include allied functions performed in a variety of settings, in addition to the classroom. Many of these careers can be effectively held by individuals with or without the kind of academic credentials associated with typical school positions.

The operation of the NCICE and the work presented or reported herein has been supported by a grant from the Bureau of Educational Personnel Development, United States Office of Education, Department of Health, Education and Welfare.
Grant No.: OEG-0-70-4416(726)

ED057015

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

YOUTH AND CAREERS IN EDUCATION

A Report Giving the Results of a Qualitative Attitude Study
Conducted for

THE NATIONAL CENTER FOR INFORMATION
ON CAREERS IN EDUCATION

Youth and Education Department
Hill and Knowlton, Inc.
150 East Forty-Second Street
New York, New York 10017

SP005425

OCTOBER, 1971

National Center for Information on Careers in Education
1607 New Hampshire Avenue, N.W. • Washington, D. C. 20009 • (202) 462-1160

What are the current career orientations held by youth of this nation? Why do young people hold the attitudes they do toward careers in education? What is it that leads some teenagers to commit themselves at an early age to devote their life's work to service in schools, colleges, and related educational settings, while other adolescents are seemingly "turned off" by such a prospect?

Answers to questions such as these were sought by the National Center for Information on Careers in Education in its recent depth attitude research study designed to measure the intensity of attitudes held by young people toward careers in education.

The extensive field work involved in this national study was assigned to the capable research staff of the Education and Youth Department of Hill and Knowlton, Inc. This report reflects their work which was conducted during the spring and summer of 1971.

The findings reported here have significance for those individuals and groups involved in the identification and preparation of future educators. The future of American education will depend heavily on the youth who will become our teachers, counselors, administrators, and technicians. The quality of educational personnel will surely determine the quality of educational services we deliver.

This report is being widely distributed among national, state, and local educational agencies, professional associations, preparatory institutions, and youth groups.

Francis E. Burtnett
Director

Table of Contents

INTRODUCTION..... 1

I. SUMMARY AND HIGHLIGHTS..... 5

II. WHAT -- THE QUANTITATIVE FINDINGS 11

III. WHY -- A QUALITATIVE ANALYSIS 43

Student Values and Outlooks Toward Jobs..... 43

Student Career Orientations 53

Student Views Toward Education..... 61

Student Attitudes Toward Careers in Education 70

The Minority Group Student 82

The Bright Student..... 93

IV. GENERAL ANALYSIS AND DISCUSSION 107

V. APPENDICES

A. A Look At Previous Research..... 123

B. Design, Rationale and Conduct of the Research Project..... 139

C. The Sample 147

D. Survey Instruments 153

E. Supplementary Statistical Tables 164

F. References and Source Material 181

G. The Research Team..... 186

INTRODUCTION

This is a report on the findings of a qualitative attitude study carried out as the first step in the development of new programs aimed at better informing young people -- particularly those who are bright and creative -- about career possibilities in education.

The study was sponsored by the National Center for Information on Careers in Education (NCICE) in Washington, D.C.

To effectively communicate with youth, one must first understand their views and attitudes. This means more than just understanding what the attitudes of young people are toward specific careers. It means determining why young people hold the attitudes they do, particularly toward careers in education.

A body of literature already exists telling what young people have and have not preferred over the years concerning careers and occupations. However, the literature offers little explanation of why young people hold certain opinions or attitudes rather than others. Because of this, the principal concern of this study was to seek a better understanding of the why.

To do this, the research design stressed qualitative, rather than quantitative, analysis. The key to the design lay in a series of highly flexible but pertinently-searching personal depth interviews with a carefully selected segment of high school and college students to probe into their attitudes and to seek explanations for their opinions and views.

Specifically, the objectives of the study were:

- To explore in depth the range and intensity of student attitudes toward careers in education.
- To determine why young people hold the attitudes they do.

- To determine the positive elements in the attitudes of these young people that can be of help in finding ways for effectively reaching the students--especially those who might benefit from careers in education.

The first step in carrying out the project was to conduct a search of the findings of previous research studies relating to youth, careers and education. This was necessary to provide a general frame of reference for this particular project, to pinpoint any trends that might be apparent over a period of time, and to serve as a guide in the development of questions that needed to be asked in this study.

The second step was to develop a tentative questionnaire and carry out an intensive pre-test of it in the field. This was necessary to assure that all questions to be asked of young people were properly structured and that they indeed served to obtain the type of information desired. Pre-test field work was conducted at three high schools and three colleges in the South, Midwest and Far West prior to the start of the full-scale field work.

Then, as the third step, the questionnaire and other instruments were developed in final form, based on the findings of both the literature search and the pre-test.

As a fourth step, although proceeding simultaneously with the pre-test, the sample of institutions was carefully selected.

Because of the emphasis on qualitative analysis, this was based primarily on a judgmental rather than on a probability sample design, as discussed in more detail in Appendices B and C.

Twenty high schools and twenty colleges scattered throughout the continental United States were selected for the field work for this study, and their cooperation was sought and obtained. These 40 schools are typical of the various types of institutions of secondary and higher education in the country. At each of these 40 schools, two samples of sophomores and seniors were drawn.

As the fifth step, one sample of 400 students at the 40 schools was given a series of personal depth interviews lasting an average of one hour each. These interviews were designed to determine why young people express the attitudes they do toward education and careers. The results of the interviews constitute the qualitative input to this study.

As the sixth step, a second sample of students was given and asked to complete a self-administered questionnaire designed to determine what their attitudes were toward education and careers. A total of 9,885 of these student questionnaires were tabulated and analyzed as part of this project. These questionnaires constitute the quantitative input to this study.

Put another way, the quantitative data from the questionnaires are needed chiefly to gain a description or picture of current views of selected students toward education and careers. But this picture would not be enough of a base upon which to build an information program. The qualitative information from the interviews is needed to find explanations of why these particular views are held, so that specific programs can be shaped to meet the real opinions, hopes and fears of America's potential educators.

The final steps were the analysis of the data and the preparation of this report.

This report is divided into four parts and seven Appendices. Part I gives the summary and highlights of the major findings and conclusions. Part II gives, primarily in tabular form, the quantitative findings of this study based on the results of the self-administered questionnaire -- telling what the students said in the questionnaires. Part III gives a qualitative analysis of the findings by relating the quantitative data of Part II to the explanations of why the students felt as they did -- based on the reasons they themselves gave in the personal depth interviews. Part IV offers a professional analysis of the underlying attitudes of the students, based on all the data and analytical resources available.

This may serve as insights or clues for the formulation of projected career information programs.

The appendices give background information pertinent to this study. Appendix A provides a look at key research studies relating to youth, education and careers carried out during the past one to 20 years. The other appendices provide a more detailed description of the project's rationale and methodology, a look at the sample, the survey instruments used in carrying out the project, supplementary statistical tables, a list of references and source materials, and brief biographical information about the principal persons who comprised the research team.

The research was carried out during the first half of 1971 under the auspices of the Youth and Education Department of Hill and Knowlton, Inc., in New York City, and with the cooperation and assistance of the firm's research affiliate, Group Attitudes Company. The project director and principal investigator was Walter K. Lindenmann. The study was under the overall supervision of Paul A. Wagner. Major coordination and assistance in the planning and execution of the project came from Samuel A. Miles and J. Ben Lieberman.

I. SUMMARY AND HIGHLIGHTS

This section presents the general and specific findings of the qualitative depth attitude study. These findings are an outgrowth of research conducted in the spring of 1971 at 40 selected high schools and colleges throughout the continental United States to determine student attitudes toward schools and toward careers in education.

General Findings

The following seven general findings offer insights into youth attitudes as they pertain to education and careers. They are based on the analysis by the research team of all of the study's inputs, as well as professional understanding of trends relating to youth and education that comes from the researchers' familiarity and work in these areas. These general findings are discussed in more detail in Part IV.

- A preoccupation with changing and improving society is a basic element in the attitudes young people bring to bear on career preferences.

- When it comes to expressing specific preferences toward careers, youths today are displaying a distinct flexibility, stemming in part from both the social and the economic uncertainties of the times.

- One reason some students appear reluctant to consider education as a career is their uncertainty over whether education has the potential for being an effective instrument for bringing about constructive social change.

- Another reason students are turned off from education is a negative image they get of the field at first hand as recipients of the educational process.

- Differing sub-groups give differing reasons for wanting or not wanting to enter

the educational field, reflecting the very real differences of individual and group feelings among the varying types of young people.

- Students place great stock in personal communication, expressing a desire to receive information about careers on a personal basis, through human interaction.
- Although they have distinct impressions about education and about careers in the field, for many young people these images are based on myth and not on reliable or factual information.

Specific Findings

The following 27 specific findings highlight the principal reasons young people themselves give as to why they hold the particular attitudes they do toward education and careers. The findings are based on an evaluation of the 400 flexible, personal depth interviews, in conjunction with the quantitative findings obtained from tabulating returns from 9,885 self-administered questionnaires. These specific findings are discussed in more detail in Part III.

Student Values and Outlooks Toward Jobs

- The desire to use their future careers as vehicles for changing and improving society is a major motivation among students, one they themselves identify.
- Most students are optimistic about their ability to eventually bring about changes in society, because of the positive job values they expect to bring to their future careers.
- Despite this optimism, there is wide disillusionment with today's society,

making many students very individualistic and self-reliant in their outlook toward life and careers.

- Great stock is placed in originality and creativity, because students regard innovation as an important mechanism for improving society.
- Although they claim a lack of interest in material things, many students regard earning a lot of money as a job value of some importance to themselves.

Student Career Orientations

- Many students appear extremely flexible about their future career plans, because of a concern over the economic uncertainty of the times and because of a feeling that in times of social change they must keep their options open.
- When they do make specific career preferences, students seem to lean more heavily toward people-oriented or service jobs.
- Most students hold a set of pre-conceived images about which of the many careers of society have more prestige and value, and thus are supposedly "better" to enter.

Student Views Toward Education

- The young value education extremely high, because they see it as a mechanism for bringing about a better way of life.
- Students generally speak favorably of their instructors. When they criticize them it is for being out of step with the times or for not having the time to take a personal interest in them.
- Many students react unfavorably toward counselors, claiming they do not

understand pupil needs, offer unrealistic advice or -- at the high school level -- are primarily concerned with getting as many young people into college as possible, no matter what the cost.

- The chief criticisms of education by the young are directed at the educational system itself, which they often see as cold and impersonal and as stifling creativity and innovation.

Student Attitudes Toward Careers in Education

- A large number of students indicate a possible interest in a career in education, but a much smaller number actually expect to enter the field. This is partly because many of the young view education as a "compromise" or "second choice" career.

- Some students are turned off from careers in education because they believe the field suffers overall low pay and low prestige.

- Many more girls than boys express an interest in careers in education. This is largely because many of the young still view education as a feminine field.

- For a number of students, a career in higher education is regarded as far more prestigious and rewarding, and as more intellectually challenging, than a career in elementary or secondary education.

- Many students claim to be turned off from careers in education because they do not like the lot of the teacher, whom they see as the victim of a cold, impersonal educational system.

- A number of other students claim they are rejecting education as a career because they do not like the image of the teacher they get from watching teachers in action. Some complain of the unprofessionalism of teachers.

- A number of students claim they might seriously consider the field if they could be convinced that education in the United States is indeed an effective vehicle for bringing about changes in society and for building a new social order.

Minority Group Students

- Several minority groups -- especially blacks, Puerto Ricans and Indian-Americans -- express a greater interest in educational careers than do other minority groups or the student population at large. This appears to be because they view education as a way to advance themselves in society.

- Although greater numbers of certain minority groups express interest in the field, they fit the overall student pattern of wanting to see changes made in the educational system before they enter it.

- Some minority group students -- primarily blacks -- are turned off from careers in education because they see the schools as perpetuating racism.

Bright Students

- To many students, those who are "bright" -- that is, intellectually or academically oriented--are seen as more prone to enter education as a career; those who are creative -- that is, innovators and original thinkers -- are seen as less inclined to enter the field.

- To many students, the bright or creative youth is seen as far more open-minded or flexible about career possibilities than are other students; the bright seem to be keeping their career options open.

- Some of the bright students are seen as turned off from careers in education

because such careers are not believed to be intellectually challenging enough for them.

- Other bright students are seen as turned off because of a feeling that the field does not have high enough prestige or offer attractive enough salaries.

- Still other bright students are seen as turned off because the field is not regarded as flexible and innovative enough, and thus is not seen as an effective vehicle for social change or social improvement.

II. WHAT -- THE QUANTITATIVE FINDINGS

Rationale

In order to explain why young people hold the attitudes they do toward education, careers, and the future, we must first determine what these attitudes are.

In this study, a self-administered questionnaire was used as a basis for describing these attitudes. Responses from 9,885 secondary school and college students at 20 high schools and 20 colleges throughout the country were tabulated. Students were asked to respond to 15 multiple-choice questions relating to education and careers. In addition, several questions were included to provide personal background information about the respondents.

Descriptive research studies, dating back from one to 20 years, were analyzed to assist in the construction of a questionnaire. In addition, the research studies, by providing comparisons between previously held attitudes and those currently held, furnished clues for assessing the trend of attitude changes.

The preliminary questionnaire was pre-tested at three high schools and three colleges and the data were analyzed before the final form of the questionnaire was constructed.

In this section, we give -- primarily in tabular form -- the quantitative findings of this study through statistical data showing how the students responded to each of the 15 questions. In most instances, the data compare the views of high school students to college students, though additional statistics are sometimes given breaking the data down further to show the views of high school sophomores and seniors, college sophomores and seniors, male and female high school students, and male and female college students.

Findings From The Self-Administered Questionnaire

The numbered questions below correspond to the numbers in the self-administered questionnaire.

Question 1. Please indicate your present class level.

The questionnaire was intended for distribution only to 10th and 12th grade high school students and to 2nd and 4th year college students. In part to insure that those class levels were reached, and no others, the first question asked students to give their present class level. All those questionnaires returned which indicated that the respondents were other than sophomores or seniors in high school or college were eliminated from the data. Table 1 shows the distribution by class level of those students whose questionnaires were included in the tabulation.

TABLE 1

Class Level of Respondents

10th Grade in High School	3402
12th Grade in High School	3419
2nd Year in College	1613
4th Year in College	1451
	N = 9885

Question 2. When you complete all your schooling, what is the highest educational level you hope you will have reached?

More than three out of every five college students said they planned to go on to graduate school. Of the high school students, almost seven out of every ten indicated they planned to continue schooling beyond secondary school. Table 2, in descending order of preference, is a distribution of their replies.

TABLE 2

Highest Educational Level Students Hope to Reach

College Students (N=3064)		High School Students (N=6821)	
1. Beyond bachelor's degree	62.3%	1. Trade or professional school	27.1%
2. Bachelor's degree	32.2	2. High school	20.7
3. Other	2.7	3. Bachelor's degree	18.8
4. Associate degree	1.6	4. Beyond bachelor's degree	13.0
5. No answer	0.6	5. College associate degree	9.9
6. Trade or professional school	0.5	6. No answer	8.0
7. High school	0.1	7. Other	2.3

Question 3. After you complete school, in which of these do you think you probably will have a job or start a career?

Students were asked to select from a list of 11 possibilities the type of organization they felt they would most likely enter. One-fifth of all the students surveyed, including both high school and college students, said they did not know or declined to answer the question. Table 3, in descending order of preference, is a distribution of their replies.

TABLE 3

Where Students Expect to Start Their Careers

College Students (N-3064)		High School Students (N-6821)	
1. School or college	27.8%	1. Don't know	16.7%
2. Large corporation	13.5	2. State or local government	15.8
3. Don't know	12.4	3. Federal government	13.3
4. Other	8.1	4. No answer	10.3
5. Self-employed profession	7.8	5. Large corporation	9.7
6. Service welfare organization	7.2	6. School or college	7.6
7. Small business	5.8	7. Other	6.8
8. Federal government	5.2	8. Small business	5.7
9. No answer	3.9	9. Self-employed profession	4.8
10. Military	3.6	10. Service welfare organization	3.3
11. State or local government	2.8	11. Military	3.1
12. Start my own business	1.5	12. Start my own business	2.2
13. Labor organization	0.4	13. Labor organization	0.7

As one might expect, a greater proportion of college students (better than one-fourth) expect to start their careers in a school or college than do high school students (less than one-twelfth). This is not at all surprising since a comparable pattern can be seen in the findings of previous research studies conducted over the last 20 years. (See Appendix A.) In most of these studies, the interest of college students in careers in education is almost always at least twice as great as that of secondary school students.

A somewhat different and perhaps more significant distribution of high school student career expectations appears when the college-bound high school students are separated from the non-college bound students. Among the college-bound, there is a greater proportion of young people interested in going to work in a school or college -- 15.2 percent -- as well as an overall career-expectation distribution that is more in line with the interests of college students. (See Table 4.)

TABLE 4

Career Expectations of Two Types of High School Students

Non-College-Bound (N=3420)		College-Bound (N=2850)	
1. State government	29.3%	1. Don't know	20.8%
2. Federal government	20.5	2. School or college	15.2
3. Don't know	15.2	3. Large corporation	14.7
4. Large corporation	6.9	4. Other	9.2
5. Small business	6.5	5. Self-employed profession	9.1
6. Other	5.6	6. Small business	5.6
7. No answer	3.9	7. Service/welfare organ.	5.5
8. Military	3.2	8. No answer	5.4
9. School or college	2.3	9. Federal government	5.3
10. Service or welfare organ.	1.9	10. Military	3.4
11. Self-employed profession	1.9	11. Start my own business	2.7
12. Start my own business	1.9	12. State government	2.5
13. Labor organization	0.9	13. Labor organization	0.6

As one might expect, differences in career preferences also become apparent when student views are examined in terms of sex, family income and the types of schools the young people attend. At both the college and the high school levels, far more women than men expect to start their careers working in a school or college. The distributions in terms of sex are shown in Tables 5 and 6.

TABLE 5

Where College Students Expect to Start Their Careers, By Sex

Male (N=1861)		Female (N=1183)	
1. Large corporation	17.7%	1. School of college	43.8%
2. School or college	17.4	2. Service/welfare organ.	13.0
3. Don't know	13.4	3. Don't know	10.9
4. Self-employed profession	11.0	4. Other	8.9
5. Other	7.6	5. Large corporation	6.6
6. Small business	7.4	6. No answer	3.6
7. Federal government	6.4	7. Small business	3.4
8. Military	5.7	8. Federal government	3.2
9. No answer	4.3	9. Self-employed	2.8
10. Service/welfare organization	3.7	10. State/local government	2.5
11. State/local government	3.0	11. Labor organization	0.8
12. My own business	2.2	12. Military	0.3
13. Labor organization	0.2	13. My own business	0.2

TABLE 6

Where HS Students Expect to Start Their Careers, By Sex

Male (N-3058)		Female (N-2843)	
1. Don't know	18.7%	1. Don't know	19.7%
2. Large corporation	14.6	2. State/local government	13.1
3. State/local government	11.0	3. School or college	12.9
4. Federal government	10.3	4. Federal government	9.9
5. No answer	8.3	5. Other	9.5
6. Self-employed profession	7.6	6. No answer	8.9
7. Small business	6.6	7. Large corporation	7.5
8. Other	6.2	8. Service/welfare organ.	6.7
9. Military	6.0	9. Small business	6.5
10. School or college	4.8	10. Self-employed profession	3.2
11. My own business	3.5	11. My own business	1.2
12. Labor organization	1.3	12. Military	0.7
13. Service/welfare organization	1.1	13. Labor organization	0.2

Although there were no significant differences in career expectations on the part of high school students based on their family income, at the college level students from low income families tended to have a much greater interest in working in a school or college than did those from upper income families: For example, 41.7 percent of those students whose parents earned less than $5,000 a year expected to enter a career

in education, compared to 20.5 percent of those whose family income was above $30,000 a year. Similarly, a greater proportion of those students enrolled at colleges classified as "average" when it came to admitting qualified students -- 34.7 percent -- expressed an interest in an educational career than did those students enrolled at colleges classified as "very selective" in enrollment -- 20.7 percent.

At both the college and the high school level, more students attending public institutions expected to start a career in education than did students attending private institutions.

Question 4. Following is a list of 11 characteristics we would like you to rate on the basis of how important they are to you in picking a job or a career. For example, if aiming for a job your friends think a lot of has great importance to you, then check (1). If it has only some importance, then check (2), etc.

Students were given a list of 11 job values and asked to rate how important each was to themselves by selecting whether it had "great importance," "some importance," "limited importance," or "no importance."

Table 7 is a ranking of job values, in descending order of preference, which college and high school students in our sample deemed to be of "great importance" to themselves, along with the percentage of students who ranked each of these characteristics so high. Percentages do not total 100 since students were permitted to select more than one value as being of great importance.

TABLE 7

Student Job Values of Great Importance

College Students (N=3064)		High School Students (N=682[1])	
1. Being helpful to others or useful to society	58.2%	1. Being helpful to others or useful to society	46.3%

TABLE 7 (cont.)

College Students (N=3064)		High School Students (N=6821)	
2. Working with people rather than things	57.9%	2. Working with people rather than things	37.9
3. Being original and creative	50.3	3. Being original and creative	35.9
4. Living and working in the world of ideas	49.9	4. Making steady progress with limited risks	34.7
5. Having a chance to exercise leadership	32.7	5. Living and working in the world of ideas	32.9
6. Having freedom from supervision in work	29.7	6. Having freedom from supervision in work	32.5
7. Having a job where I'm not limited to one city	18.3	7. Making a lot of money	29.4
8. Making steady progress with limited risks	15.6	8. Having a chance to exercise leadership	24.8
9. Making a lot of money	12.3	9. Having a job where I'm not limited to one city	15.5
10. Keeping away from high pressure situations	8.3	10. Keeping away from high pressure situations	12.9
11. Aiming for a job my friends think a lot of	1.9	11. Aiming for a job my friends think a lot of	10.1

Not surprising, considering the above rankings, when students were asked what job value had no importance to them, both college and high school students ranked as their first choice the value appearing last on the above list, "aiming for a job my friends think a lot of."

It is interesting to note how many of the job values to which young people today assign such great importance fall more into the "socially-useful" or "humanitarian"

categories than they do into the "economic" or "prestige" categories. For example, students rank high the values "being helpful," "working with people rather than things" and "living and working in the world of ideas," while ranking somewhat lower the values "making a lot of money" and "aiming for a job my friends think a lot of."

Question 5. Please put a check mark next to the one characteristic you feel best describes or identifies each of the following jobs.

Students were given a list of 12 occupations and asked to select the one value or characteristic out of a list of five which they felt best described each of those positions. The values were: "being a leader," "making lots of money," "being original or creative," "being helpful to others," and, "a job with prestige." Students who felt none of these values was appropriate to the particular job had the option of writing in their own best description of that career.

Table 8 shows how the students ranked each of these occupations in terms of the five values. The values are listed in descending order of preference.

TABLE 8

How Students View Selected Occupations

	College Students (N=3064)	High School Students (N=6821)
Auto Mechanic	1. Being helpful (50.3%)	1. Being helpful (37.4%)
	2. None of these (23.6)	2. Being original (29.9)
	3. Making lots of money (10.0)	3. Making lots of money (10.4)
	4. No answer (8.1)	4. Being a leader (8.0)
	5. Being original (7.0)	5. No answer (5.9)
	6. A job with prestige (0.6)	6. None of these (4.6)
	7. Being a leader (0.4)	7. A job with prestige (3.8)

TABLE 8 (cont.)

	College Students (N-3064)	High School Students (N-6821)
Bank Teller	1. Being helpful (43.4) 2. None of these (?1.8) 3. A job with prestige (16.0) 4. No answer (10.7) 5. Making lots of money (7.2) 6. Being original (0.5) 7. Being a leader (0.4)	1. Being helpful (52.0) 2. A job with prestige (16.8) 3. Making lots of money (12.1) 4. No answer (11.4) 5. None of these (3.2) 6. Being original (2.5) 7. Being a leader (2.0)
Business-man	1. Making lots of money (46.8) 2. Being a leader (20.4) 3. A job with prestige (13.6) 4. Being original (7.3) 5. None of these (4.5) 6. Being helpful (3.8) 7. No answer (3.6)	1. Making lots of money (27.6) 2. Being a leader (18.1) 3. A job with prestige (17.5) 4. Being original (13.9) 5. None of these (10.2) 6. Being helpful (6.9) 7. No answer (5.8)
College Professor	1. A job with prestige (29.9) 2. Being original (28.5) 3. Being helpful (21.7) 4. Being a leader (13.2) 5. None of these (2.7) 6. No answer (2.2) 7. Making lots of money (1.8)	1. Being helpful (23.8) 2. Being a leader (23.3) 3. A job with prestige (18.4) 4. Being original (17.5) 5. Making lots of money (8.2) 6. No answer (5.3) 7. None of these (3.5)
Elementary Teacher	1. Being helpful (63.3) 2. Being original (20.9) 3. Being a leader (7.6) 4. None of these (3.4) 5. A job with prestige (2.4) 6. No answer (2.2) 7. Making lots of money (0.2)	1. Being helpful (42.3) 2. No answer (21.1) 3. Being a leader (12.8) 4. Being original (12.3) 5. A job with prestige (6.2) 6. Making lots of money (2.7) 7. None of these (2.6)
High School Teacher	1. Being helpful (62.1) 2. Being original (16.1) 3. Being a leader (10.0) 4. None of these (4.4) 5. A job with prestige (3.3) 6. No answer (3.2) 7. Making lots of money (0.9)	1. Being helpful (36.2) 2. No answer (36.0) 3. Being a leader (12.5) 4. Being original (7.5) 5. A job with prestige (4.5) 6. Making lots of money (2.2) 7. None of these (1.1)

TABLE 8 (cont.)

	College Students (N=3064)	High School Students (N=6821)
Lawyer	1. A job with prestige (37.0) 2. Making lots of money (31.7) 3. Being helpful (13.7) 4. Being a leader (11.0) 5. Being original (3.0) 6. No answer (2.0) 7. None of these (1.6)	1. No answer (35.1) 2. Making lots of money (25.4) 3. Being helpful (15.3) 4. A job with prestige (14.9) 5. Being a leader (7.6) 6. Being original (1.5) 7. None of these (0.2)
Nurse	1. Being helpful (91.7) 2. A job with prestige (3.2) 3. No answer (1.7) 4. Making lots of money (1.2) 5. Being a leader (0.9) 6. None of these (0.8) 7. Being original (0.5)	1. Being helpful (56.1) 2. No answer (34.9) 3. Making lots of money (3.1) 4. A job with prestige (2.9) 5. Being a leader (1.4) 6. Being original (1.3) 7. None of these (0.3)
Physician	1. Being helpful (47.7) 2. Making lots of money (25.7) 3. A job with prestige (18.6) 4. Being a leader (3.0) 5. No answer (2.3) 6. None of these (1.4) 7. Being original (1.3)	1. Being helpful (39.0) 2. No answer (35.5) 3. Making lots of money (14.7) 4. A job with prestige (6.0) 5. Being a leader (2.6) 6. Being original (1.8) 7. None of these (0.4)
Salesman	1. Making lots of money (31.5) 2. Being original (22.6) 3. None of these (20.0) 4. Being helpful (12.1) 5. No answer (8.5) 6. Being a leader (3.8) 7. A job with prestige (1.5)	1. No answer (39.0) 2. Being original (21.8) 3. Making lots of money (13.7) 4. Being helpful (9.6) 5. A job with prestige (8.7) 6. None of these (3.7) 7. Being a leader (3.5)
Secretary	1. Being helpful (44.7) 2. None of these (25.0) 3. No answer (11.3) 4. Making lots of money (7.8) 5. A job with prestige (7.1) 6. Being original (3.8) 7. Being a leader (0.3)	1. No answer (38.9) 2. Being helpful (22.8) 3. A job with prestige (13.6) 4. Making lots of money (12.1) 5. Being original (8.1) 6. None of these (3.4) 7. Being a leader (1.1)

TABLE 8 (cont.)

	College Students (N=3064)	High School Students (N=6821)
TV Repairman		
	1. Being helpful (44.5)	1. No answer (37.0)
	2. None of these (19.7)	2. Being helpful (32.4)
	3. Making lots of money (19.7)	3. Making lots of money (13.9)
	4. No answer (8.2)	4. Being original (8.1)
	5. Being original (6.5)	5. A job with prestige (4.5)
	6. A job with prestige (0.7)	6. None of these (2.8)
	7. Being a leader (0.7)	7. Being a leader (1.3)

Significantly, more college students tend to view the three educational positions in terms of originality and creativity than do the high school students. Also significant is the high number of high school students who refused to assign a characteristic to the high school teacher, apparently because they must have felt they were too close to the situation to offer an accurate appraisal.

Question 6. In planning for your career and future, how helpful and useful to you has been what you have learned in school or college?

The majority of both college and high school students indicated that school has been either somewhat helpful or very helpful to them in planning for the future. Only 13 percent of the high school students and 18 percent of the college students thought that what they had learned was of only limited help or of no help at all.

Table 9 gives a distribution of their replies.

TABLE 9

How Helpful Do Students Find What They Learn in School?

College Students (N=3064)		High School Students (N=6821)	
1. Very helpful	41.6%	1. No answer	32.6%
2. Somewhat helpful	37.9	2. Very helpful	28.9

TABLE 9 (cont.)

College Students (N=3064)		High School Students (N=6821)	
3. Of limited help	16.7	3. Somewhat helpful	25.0
4. Of no help	2.8	4. Of limited help	10.7
5. No answer	1.0	5. Of no help	2.8

Question 7. When it comes to advice and suggestions on your career and future, to which of these would you most likely turn for information and help? Check only one.

This question was asked to determine how important to students are educators when it comes to obtaining advice and suggestions on careers and the future. Students were asked to select from among five persons: a classmate, a teacher or professor, a counselor or placement director, a parent, and a person in the career they are considering entering. Students who felt that none of these was appropriate had the option of writing in their own person who most influenced them.

The greatest percentage of both college and high school students indicated they would most likely turn for advice to a person in the career they were considering entering. About one-third of the college students and somewhat less than one-fifth of the high school students said they would turn to an educator for career guidance. Table 10 is the distribution of replies.

TABLE 10

Persons Whom Students Prefer to Consult for Career Guidance

College Students (N=3064)		High School Students (N=6821)	
1. Person in the career they are considering	48.1%	1. No answer	33.0%
2. Teacher or professor	20.3	2. Person in the career they are considering	32.3

TABLE 10 (cont.)

College Students (N-3061)		High School Students (N-6821)	
3. Counselor	12.0	3. Counselor	14.5
4. Parent	9.3	4. Parent	11.5
5. Other	4.9	5. Teacher or professor	4.4
6. A classmate	4.3	6. Other	2.4
7. No answer	1.1	7. A classmate	1.9

Question 8. Which one of these statements best defines the present role of education in our society?

Three questions were asked (#8, #9 and #15) relating to the purpose of education in society. The first question (#8) sought to determine the image students hold of the present role of education; the second question (#9) sought their views of what purpose they ideally would like to see education play in our society; and the third question (#15) sought to determine what one role of education would most tempt them to consider entering the field.

The responses to Questions 8 and 9 show that of the high school students, as many as one-third apparently have not even been able to determine for themselves a purpose of education, since they did not answer these questions. Of those high school students who did answer, the largest number see the function of the schools today as a training ground for skills for careers. Of college students, the larger percentage saw the schools today as seeking to maintain existing ideas, beliefs and values.

Table 11 gives the distribution of replies.

TABLE 11

Student View of the Present Role of Education in Society

	College Students (N=3064)	High School Students (N=6821)
A system to insure the maintenance of the ideas, beliefs and values of the present society.	30.3%	9.9%
A system to help young people to change society and build a new, improved world.	4.3	9.3
A system that not only maintains the best values of the present society, but helps to build a new, improved world.	21.9	13.4
A system to teach young people to learn practical skills and knowledge to get and hold a satisfying job.	16.1	19.6
A system to help young people to achieve greater personal happiness and self-fulfillment.	6.6	6.6
None of these	19.1	8.0
No answer	1.7	33.2

Question 9. Which one of these statements best defines the role you would ideally like to see education play in our society?

The greatest proportion of high school and college students who answered this question indicated that they would most like to see a school system that not only maintains the best values of the present society, but also helps to build a new improved world. Table 12 gives the distribution of replies.

TABLE 12

Student Ideal Role of Education in Society

	College Students (N=3064)	High School Students (N=6821)
A system to insure the maintenance of the ideas, beliefs and values of the present society.	1.0%	2.0%
A system to help young people to change society and build a new, improved world	12.2	16.2
A system that not only maintains the best values of the present society, but helps to build a new improved world.	45.3	21.7
A system to teach young people to learn practical skills and knowledge to get and hold a satisfying job.	5.8	11.3
A system to help young people to achieve greater personal happiness and self-fulfillment.	24.4	12.2
None of these	9.3	2.9
No answer	2.0	33.7

What becomes clear from examining Tables 11 and 12 is that a significant proportion of young people are anxious to see the schools become vehicles for changing and improving society. Some are not even interested in maintaining any of the ideas, beliefs or values of the existing society and can think only in terms of change. The greatest numbers, however, are slightly more conservative in their thinking; although they are anxious to have the schools build a new, improved world they also want the schools to maintain the best values of the present society.

What is noteworthy is the disillusionment with the present role of education on the part of so many college students, as can be seen in the fact that although only one percent would ideally like to see the schools function chiefly to maintain the present value system, 30 percent feel that this is indeed the main purpose of schools as they operate today.

Also of interest is the number of young people, particularly at the college level, who are anxious to have education play more of a role as a vehicle for assuring the greater personal happiness and self-fulfillment of the young.

Question 10. Following is a range of personal characteristics. We would like you to use this list of characteristics to give us your impression of the typical elementary or secondary school teacher. If, for example, you feel teachers generally show good judgment in what they do, you might put a check mark next to (5). If you feel their judgment is generally neither good nor bad, then you would put a check mark next to (3). Please give us your ratings of the typical teacher for each of these characteristics.

A possible clue as to why young people are enthused or unenthused about careers in education can be found in the range of images or impressions they hold about two of the most important positions in the field, those of college professor and of elementary or secondary school teacher. In the self-administered questionnaire, students were given a list of 10 personal characteristics and asked to give their impressions of the typical college professor and the typical elementary or secondary school teacher by rating them in terms of these characteristics on a five-point scale. Table 13 and 14 show how the greatest number of students surveyed tended to view the typical elementary or secondary school teacher. Percentages do not total 100 because those students who did not answer any parts of this question are not accounted for in the tallies.

TABLE 13

High School Students' Range of Impressions
About Flementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	19.0%	19.7%	20.8%	3.2%	2.9%	Generally shows bad judgment
Is generally conservative	16.3	16.7	22.6	4.7	4.1	Is generally liberal
Is generally well-paid	8.7	9.3	21.4	11.0	13.3	Is generally poorly-paid
Has a job that offers few chances for advancement	17.1	13.6	19.3	6.9	7.5	Has a job that offers many chances for advancement
Is creative and intelligent	16.0	17.9	19.4	5.7	4.7	Has limited creativity and intelligence
Has low social prestige	6.6	10.1	28.4	10.0	8.3	Has high social prestige
Is weak and uninteresting	6.7	9.6	23.4	12.7	11.4	Is strong and interesting
Shows little leadership	7.1	9.3	20.6	14.2	5.5	Shows great leadership
Is highly regarded in the community	10.6	13.2	27.3	7.3	5.5	Is little regarded in the community
Is generally rigid	10.0	11.1	26.5	9.1	6.9	Is generally flexible

TABLE 14

College Students' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	12.4%	40.5%	36.0%	7.6%	1.8%	Generally shows bad judgment
Is generally conservative	27.9	37.6	24.5	6.7	1.8	Is generally liberal
Is generally well-paid	3.1	10.7	28.7	31.8	24.2	Is generally poorly-paid
Has a job that offers few chances for advancement	24.5	30.6	27.8	11.8	3.9	Has a job that offers many chances for advancement
Is creative and intelligent	9.7	33.4	34.5	15.3	5.8	Has limited creativity and intelligence
Has low social prestige	5.4	18.5	42.4	26.3	6.1	Has high social prestige
Is weak and uninteresting	3.1	14.0	44.4	29.5	7.2	Is strong and interesting
Shows little leadership	4.5	16.9	36.8	31.9	8.3	Shows great leadership
Is highly regarded in the community	9.9	30.7	39.9	14.9	3.1	Is little regarded in the community
Is generally rigid	13.2	29.1	35.7	17.1	3.5	Is generally flexible

Question 11. Using the same range of personal characteristics, please give us your impression of the typical college professor. (See Table 15.)

TABLE 15

High School Students' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	20.1%	12.7%	13.5%	1.9%	1.9%	Generally shows bad judgment
Is generally conservative	10.6	9.4	16.3	7.6	5.6	Is generally liberal
Is generally well-paid	18.6	13.1	11.4	3.5	2.6	Is generally poorly-paid
Has a job that offers few chances for advancement	8.3	7.8	13.2	9.7	10.4	Has a job that offers many chances for advancement
Is creative and intelligent	19.2	13.1	11.1	3.4	2.5	Has limited creativity and intelligence
Has low social prestige	4.2	5.2	12.5	11.3	15.6	Has high social prestige
Is weak and uninteresting	4.4	4.9	15.5	11.7	12.3	Is strong and interesting
Shows little leadership	4.6	5.3	13.8	12.1	13.2	Shows great leadership
Is highly regarded in the community	16.1	11.3	13.9	4.1	3.7	Is little regarded in the community
Is generally rigid	8.7	7.6	18.9	7.3	6.5	Is generally flexible

TABLE 16

College Students' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	17.2%	46.5%	27.5%	5.9%	1.6%	Generally shows bad judgment
Is generally conservative	4.5	10.9	27.9	41.3	14.0	Is generally liberal
Is generally well-paid	18.5	37.5	25.3	12.7	4.6	Is generally poorly-paid
Has a job that offers few chances for advancement	4.2	13.5	25.6	40.4	14.8	Has a job that offers many chances for advancement
Is creative and intelligent	27.0	41.3	16.4	9.8	4.1	Has limited creativity and intelligence
Has low social prestige	1.8	4.8	12.8	42.5	36.7	Has high social prestige
Is weak and uninteresting	2.5	6.7	31.5	44.3	13.8	Is strong and interesting
Shows little leadership	2.8	8.3	35.9	40.6	10.8	Shows great leadership
Is highly regarded in the community	28.9	34.7	16.8	12.1	6.0	Is little regarded in the community
Is generally rigid	5.5	10.5	29.2	38.2	15.6	Is generally flexible

The portrait of the elementary or secondary school teacher that emerges from the student images in Tables 13 and 14 is of an occupational position that is somewhat poor in pay and that offers only limited opportunity for advancement. The individual who occupies this position is seen as somewhat conservative and rigid in outlook, as displaying good judgment and having a strong and interesting personality, as receiving a moderate amount of community recognition and having a modest amount of social prestige, as displaying some leadership qualities, and as having a strong tendency to be creative and intelligent.

The portrait of the college professor (Tables 15 and 16) is of an occupational position that is generally well paid and that offers some opportunity for advancement. The individual who occupies this position is seen as displaying good judgment and having a strong and interesting personality, as having considerable recognition in the community as well as high social prestige, as displaying some leadership qualities, and as having a strong tendency to be creative and intelligent. For college students, the individual is seen as having a liberal and flexible outlook on life. For high school students, he is seen as conservative and rigid in outlook.

Question 12. Would you be interested at all in working on a full-time basis in a school, college or some related educational area?

Two-thirds of all the college students surveyed, but only one-fourth of all the high school students, when specifically asked about education, expressed a possible interest in working on a full-time basis in a school, college, or some related educational area.

The college students were far more enthusiastic about possible careers in education than were high school students, with 40 percent of the college youngsters indicating they would be very interested in educational careers, but only 12 percent of the high school students showing such enthusiasm.

Of the college students, 23.2 percent said they were not really interested in a career in education, but might be willing to do such work under certain circumstances. Another 6.6 percent said outright that they were definitely not interested.

For the high school students, 23.6 percent said 'ho," they weren't interested but might enter the field under certain circumstances, and 14.9 percent gave a 'definitely not interested" answer.

Less than one percent of the college students did not answer the question relating to possible interest in education careers, but at the high school level the percentage of no answers to this question was 33.6 percent, indicating that many secondary school students apparently still had not made up their minds.

Tables 17 and 18 show the distribution of replies to this question in terms of class level and sex, as distinct from the general totals described above.

TABLE 17

How Interested Are Students in Educational Careers, by Class Level?

College Students (N=3064)

Sophomore (N=1613)		Senior (N=1451)	
1. Very interested	37.9%	1. Very interested	43.4%
2. Mildly interested	28.9	2. Mildly interested	28.8
3. Not really interested	25.3	3. Not really interested	21.0
4. Definitely not interested	6.9	4. Definitely not interested	6.2
5. No answer	1.0	5. No answer	0.6

TABLE 17 (cont.)

High School Students (N=6821)

Sophomore (N=3402)		Senior (N 3419)	
1. Not really interested	29.3%	1. No answer	48.8%
2. Definitely not interested	18.8	2. Not really interested	18.0
3. Mildly interested	18.6	3. Mildly interested	12.4
4. No answer	18.0	4. Definitely not interested	11.2
5. Very interested	15.3	5. Very interested	9.6

TABLE 18

How Interested Are Students in Educational Careers, by Sex?

College Students (N=3044)

Male (N=1861)		Female (N=1183)	
1. Very interested	33.0%	1. Very interested	52.2%
2. Mildly interested	32.7	2. Mildly interested	23.0
3. Not really interested	26.0	3. Not really interested	19.0
4. Definitely not interested	7.3	4. Definitely not interested	5.2
5. No answer	1.0	5. No answer	0.6

High School Students (N=5901)

Male (N=3058)		Female (N=2843)	
1. Not really interested	30.0%	1. No answer	26.0%
2. No answer	21.6	2. Not really interested	24.0
3. Definitely not interested	21.2	3. Mildly interested	19.5
4. Mildly interested	16.2	4. Very interested	17.4
5. Very interested	11.0	5. Definitely not interested	12.9

As might be expected, at both the college and the high school levels more women than men expressed an interest in educational careers. Of the college students, 52.2 percent of the women but only 33 percent of the men said they would be very interested in working full-time in a school or college. Of the high school students, 17.4 percent of the girls and only 11 percent of the boys expressed such interest.

An interesting pattern is seen when interest in education is examined in terms of student class level. A greater percentage of high school sophomores (15.3) expresses enthusiasm for school careers than do high school seniors (9.6). Yet at the college level, the reverse is true, with a higher proportion of college seniors (43.4) expressing great interest than college sophomores (37.9). It is almost as if the middle school years -- when young people are doing their heaviest amount of studying -- is the time when they are least enthused about careers in education.

Other patterns are also apparent from examining the data. A greater percentage of bright students in college claim to be very interested in education than are average or poor students. For example, 46 percent of the college students who rated themselves as having a grade point average of A or B+ described themselves as very interested in working in a school or college. For B and B- students, the comparable percentage was 41 percent and for C students about 34 percent. At the high school level the distribution was somewhat different. Of those very interested, 7 percent were A or B+ students, 15 percent were B or B- students, and 16 percent were C students.

At the college level, a greater proportion of those students who came from low income families expressed enthusiasm for educational careers than did those from well-to-do families. For example, 57.8 percent of those whose parents earned less than $5,000 a year said they were very interested in contrast to 32.3 percent of those whose

families earned over $30,000 a year. At the high school level, the distribution between poor and rich students was not quite as marked, but here, too, less interest in education was expressed by well-to-do students than by the poor or average.

Question 13. Has your personal image of teachers influenced you in your decision to seek a career in education?

Educators often wonder how much impact they may be having on young people's possible interest in a career in education. In our survey, when students were asked if their personal image of teachers had influenced them in their decision to seek a school career, the majority of both college and high school students replied, no. Tables 19 and 20 give the distribution of replies to this question in terms of class level and sex.

TABLE 19

Has Personal Image of Teachers Influenced Educational Career Decision, By Class Level?

	College Students (N=3064)		High School Students (N=6821)	
	Sophomores (N=1613)	Seniors (N=1451)	Sophomores (N=3402)	Seniors (N=3419)
Yes	44.9%	45.0%	29.3%	16.1%
No	52.9	52.2	50.1	33.3
No answer	2.2	2.8	20.6	50.6

TABLE 20

Has Personal Image of Teacher Influenced Educational Career Decision, By Sex?

	College Students (N=3044)		High School Students (N=5901)	
	Male (N=1861)	Female (N=1183)	Male (N=3058)	Female (N=2843)
Yes	42.5%	48.6%	24.7%	27.2%
No	55.2	48.9	51.2	44.3
No Answer	2.3	2.5	24.1	28.5

Question 14. About which of the following specific jobs in American education would you like to know more? (Please indicate possible interest even if you are not now planning a specific career in education.)

Students were given a list of 19 positions in education and asked to indicate those about which they would like more information. Table 21 gives, in descending order of preference, the distribution of replies given by high school students, by sex. Percentages do not total 100 because students were permitted to make more than one choice.

TABLE 21

Educational Positions of Most Interest to High School Students

Male (N=3058)		Female (N=2843)	
1. Vocational-technical instructor	28.7%	1. Teacher of the handicapped	42.2%
2. School psychologist	27.7	2. Teacher's aide	39.5
3. High school teacher	24.5	3. School psychologist	34.4

TABLE 21 (cont.)

Male (N=3058)		Female (N=2843)	
4. Teacher of the handicapped	23.5	4. School social worker	33.3
5. Teacher's aide	22.6	5. Elementary teacher	31.8
6. College professor	21.1	6. Nursery school teacher	31.7
7. Counselor or placement director	20.1	7. School nurse	28.5
8. School social worker	19.3	8. Counselor or placement director	26.7
9. Educational television technician	19.0	9. High school teacher	24.1
10. Principal	18.6	10. Educational secretary	23.4
11. School superintendent	17.1	11. Vocational-technical instructor	18.9
12. Educational researcher	16.7	12. College professor	13.3
13. College president	14.5	13. Educational researcher	13.1
14. School nurse	12.8	14. School librarian	12.6
15. Elementary teacher	10.8	15. Principal	9.3
16. Educational secretary	4.5	16. School superintendent	8.7
17. School librarian	4.4	17. School dietitian	7.7
18. School dietitian	3.9	18. College president	6.7
19. Nursery school teacher	3.2	19. Educational television technician	4.2

Table 22 gives the distribution of replies by college students, also broken down by sex.

TABLE 22

Educational Positions of Most Interest to College Students

Male (N=1861)		Female (N=1183)	
1. College professor	66.5%	1. School social worker	59.7%
2. High school teacher	47.9	2. School psychologist	57.3
3. Counselor or placement director	41.2	3. Counselor or placement director	51.6
4. School psychologist	39.3	4. Teacher of the handicapped	49.9
5. Educational researcher	36.8	5. College professor	47.2
6. Principal	36.4	6. High school teacher	46.4
7. School social worker	36.1	7. Elementary teacher	40.1
8. School superintendent	33.7	8. Educational researcher	38.0
9. College president	32.9	9. Nursery school teacher	33.9
10. Teacher of the handicapped	25.3	10. Teacher's aide	30.3
11. Vocational-technical instructor	22.7	11. School librarian	20.9
12. Elementary teacher	17.7	12. Vocational-technical instructor	20.1
13. Educational television technician	13.7	13. Principal	19.4
14. Teacher's aide	12.5	14. College president	15.6
15. Nursery school teacher	6.4	15. School nurse	14.0
16. School librarian	5.5	16. School dietitian	12.7
17. School dietitian	3.5	17. School superintendent	12.2
18. School nurse	1.9	18. Educational secretary	11.6
19. Educational secretary	1.6	19. Educational television technician	9.9

Of perhaps most interest in Tables 21 and 22 is the high ranking which students give -- particularly female students -- to the educational counseling positions of being a school psychologist, a school social worker, or a counselor and placement director.

Question 15. Would you be tempted to go into a career in education if education satisfactorily performed one of the following roles? Indicate which one role would appeal to you most.

Because some students may be "turning off" from careers in education because they are unhappy with the present role of education in society, students were asked to state what particular system or form of education would most tempt them to consider going into the career. In other words, how would the purpose of the schools need to be changed to entice them to want to work in the schools? Not surprisingly, their answers to this question were somewhat comparable to the answers they gave when previously asked (Question #9) what they wish was the "ideal" role of education in America today. A majority would like to work in a system involved in some way in building a new, improved world.

Table 23 gives the distribution of replies to this question.

TABLE 23

Student Views of the Type of Educational System They Would Most Like to Enter

	College Students (N=3064)	High School Students (N=6821)
A system to insure the maintenance of the ideas, beliefs and values of the present society.	0.6%	7.2%

TABLE 23 (cont.)

	College Students (N=3064)	High School Students (N=6821)
A system to help young people to change society and build a new, improved world.	11.5%	24.2%
A system that not only maintains the best values of the present society, but helps to build a new, improved world.	38.8	26.9
A system to teach young people to learn practical skills and knowledge to get and hold a satisfying job.	5.6	16.9
A system to help young people to achieve greater personal happiness and self-fulfillment.	28.2	12.5
None of these	12.9	6.6
No answer	2.4	5.7

III. WHY --- A QUALITATIVE ANALYSIS

As was stated in the Introduction, to serve the needs of the National Center for Information on Careers in Education it is not enough to know what America's young people think of education and educational careers. It is even more important to know why they feel as they do, so that specific career information programs can be geared to the deeper values and attitudes of potential educators.

It was for this reason that our whole project put primary emphasis on the 400 personal depth interviews with representative students in the 40 selected colleges and high schools across the country. Our interviewers were instructed to probe for why the students gave the answers they did.

What follows in this, Part III, then, is the analysis of the "reasons why" as given by the students themselves.

Student Values and Outlooks Toward Jobs

A desire to use their future careers as vehicles for changing and improving society is one of the most important job values of the young people studied.

In the self-administered quantitative findings the one value that had the greatest importance of all to the largest number of students in selecting a job or a career was the desire to be helpful to others or useful to society. When asked in the personal depth interviews why this value was so important, students we interviewed in person cited a need to enhance the quality of life through a greater personal humanitarianism. Many saw being helpful or caring for others as a way to help build a better world.

Our examination of previous research findings indicated that this same value -- being helpful to others or useful to society -- was also important to young people in the past. (See Appendix A.)

The quantitative data (Table 7) show the concern of today's young people with "socially-useful" or "humanitarian" job values. They ranked high "being helpful to others or useful to society," "working with people rather than things" and "being original and creative."

The real question to which we need to direct ourselves if we are to effectively relate these job values with the possible interest or non-interest of youth in educational careers is to determine why they say what they do. They say what earlier generations of youth have said; do they say it for the same reasons? How deep is their conviction to the values they express? In other words, how sincere are these young people when they declare that the most important thing to them in considering a future career is whether it will offer them an opportunity to be helpful to others or to work with people rather than with inanimate objects? Do these students really mean what they say, or are they simply giving the sort of answers they think society expects them to give -- the answers that sound right or more proper than the somewhat more self-seeking statements, "I want to make a lot of money," or, "I want a job my friends think has a lot of status or prestige"? Some answers are apparent from the personal depth interviews.

Although no two individuals are exactly alike and although subtle differences of opinion can be discerned based on a student's race, sex, family-background, income-level, and region of the country, the following general and somewhat distinct trends or patterns of agreement about why these particular job values are so important emerged from the comments young people made in the personal interviews:

1. Many of the young we interviewed made it very clear that in thinking of future careers they inevitably think in terms of changes that need to be made in society, because they are so disturbed by what they see as hypocrisy in the older generation.

These young people concede that theirs is not necessarily the first generation to express an interest in careers useful to society nor to aim at working with people rather than with things. But they also contend that theirs is one of the first generations to sincerely want these things. As one male, black college sophomore attending a prestigious college in the Northeast emphatically declared:

"Society as it is today doesn't give a damn about developing more jobs that are designed chiefly so that people can help other people and thus make the world better. That's the difference between our generation and theirs. We're more aware of what's really going on and we really care more about helping our brothers and sisters."

As another college student, this one a co-ed, noted, "People in society today claim to help other people, pretend to open the door and to offer opportunities to the less fortunate, minority groups and the poor. Yet the facts show the blacks and the poor are deliberately held back; barriers are placed in their path."

And for a senior student at an Ivy League college, what young people need to do is to seek out those careers at "which they can get at The System, and hopefully change it for the better."

For many students, it is the over-emphasis on materialistic things on the part of the older generation that has led to what they see as this hypocritical philosophy in existing society: a pretense of helping others when in reality most people are only interested in helping themselves.

As one young married woman with three little children who was enrolled as a sophomore at a Far West community college observed: "It's because today's society puts so much emphasis on materialistic things that so often the aims and interests of the younger generation and those of society don't mesh. Some day, society is going to

realize that there is more to life than a new car, a fancy house, and so on. By demonstrating, by turning their backs on some of the jobs of society, the young are showing that they hold little regard for what society thinks they should do. After all, that's why my generation has commune living and hippies."

A 17-year-old senior attending a public high school in the East declared that "an over-emphasis in American capitalistic society on status and money" has led many of the country's youth, particularly the bright, to "drop out" of society, at least for a while. "We've been so frustrated by the failure of the protests to change society. So lots of really creative people will travel for a while, make jewelry, or write poetry before they even decide about their future."

Not every student who was personally interviewed is, obviously, so outspoken in his views, nor do all necessarily criticize the values and practices of existing society with such vehemence. And, only a very small number talk in terms of "dropping out" of society or of turning their backs on the careers of today's world.

Yet, a large number of the students who were interviewed expressed some criticism of the way things are in the world right now and also a conviction that somehow they might have a hand in making things better. This should help to explain why so many of those who answered the self-administered questionnaire had ranked as first in priority to themselves the sort of careers in which they can be helpful to others and useful to society.

2. Most students interviewed are optimistic about the ability of their generation, in time, to bring about changes in society, largely because they place so much faith in the job values they expect to bring with them to their future careers.

Interviewers were asked to determine how much control students thought they and their generation would have in shaping careers and jobs in the future. There were a few

cynical students who were quite pessimistic about their future role in society. For example, one exceptionally bright student at a parochial high school in the South said: "Although there is a great deal of freedom in choosing careers, I and my generation are basically the same people as those of previous generations; essentially we will not change society or careers and the problems of today will be with us in the next generation."

But the greater majority of young people interviewed were extremely optimistic about the future and about their role in it. Most not only insisted that they would have a lot to say in determining the nature of the jobs and careers they planned to enter, but also that their generation would eventually have a lot of say in determining the types of careers that would exist in the world of tomorrow.

A few of the young conceded that they were currently out of step with the times, but most were certain this condition wouldn't remain too long. Typical of some of the remarks these students made were the comments of one college sophomore who noted: "If I were 40 years old right now and expressed the views that I'm expressing, I'd have an awfully hard time succeeding in the world. But the way I figure it, eventually, my time will come and so will that of my generation. What we have to do is to bide our time. Eventually, as we become the dominant generation, the world will have changed a little bit and will be ready for us."

Others expressed the same point of view, contending that initially as they entered the occupational world they would have practically no say at all about what jobs they would be filling but that eventually they would be the ones shaping the future.

Many of these students talked of entering the very same type of careers that their parents now are in, expressing the conviction that their generation would succeed in changing society or reforming the world through such careers by virtue of the fact that their values and outlooks toward life are far more humanitarian than are those of the existing society.

What these students in effect were saying was this: it's not the careers per se that are so important, it's the values that people bring to those careers. And for the young, many are convinced that their values are far more sincerely and deeply held than are the values of the older generation that they like to criticize. As one male high school sophomore said, "My generation is far more concerned with moral issues than are our parents."

That they see themselves as changing society through their careers is reflected in their ranking as so important to themselves the job value having a chance to exercise leadership. A number of young people vowed in their interviews that they weren't going to let themselves be bossed on the job, that they were going to set their own terms for their careers if at all possible and that obviously the best way to do this was for them to become career leaders.

3. Many of the students we interviewed place great stock in originality and creativity, principally because they regard innovation as an important mechanism for improving society and because they themselves like the idea of being challenged in their work.

After the "social" and humanitarian" values of being helpful to others and wanting to work with people rather than things, young people who had responded to the self-administered questionnaire (Table 7) had tended to rank most important to themselves the "intellectual" values -- wanting to be original and creative and desiring to live and work in the world of ideas. A third value which they ranked quite highly -- wanting freedom from supervision in work -- also tends to fall into this category since it personifies the type of independent individual who likes to work at his own pace.

In the personal depth interviews it was found that the intellectual values are important to practically all of the students we talked to, even including non-college bound

high school students and those young people who classified themselves as poor students. One reason for this appears to be that youth today has come to recognize that the world in which he lives is quite sophisticated; accordingly he must be sophisticated as well.

In addition, the one thing the young do not want is, as one student put it, to simply end up "another cog in the machinery." Many students indicated that they want to be challenged in their jobs, they want to use their minds and they want to be in the forefront of new ideas. Also, they want to be able to try new things on their own.

This concept of the "cultured intellect" is so important to many of the students that one young high school girl, even though she listed as her only career preference being a housewife, insisted that the single most important value to her was living and working in the world of ideas.

4. Although they are anxious to help others and to improve the world, many students we interviewed are very individualistic and self-reliant in their outlook toward life and careers. This seems to be because of a disillusionment with what they see in society and because of a reluctance to depend too heavily on others.

"We've been lied to about Vietnam and Kent State," one disillusioned young boy commented. "So we've had to look more into ourselves and rely more on what we're really sure of."

A young woman remarked, "We've learned we have to choose what we choose with little help from others."

This line of thinking helps explain why both high school and college students ranked so low the value,"aiming for a job my friends think a lot of." A number of students stated quite bluntly that they could not care less what others thought about the particular careers they planned to enter; they would still do whatever they felt was most important to satisfy their own needs.

Some of the students claimed that they did not even know what careers their peers were interested in entering. "We don't discuss jobs among ourselves" was an answer given by many of the youth. Others expressed a reluctance to discuss their career plans with anyone outside their immediate circle of family or friends. Thus, many of the youth we talked to seemed in many respects to have withdrawn into themselves when it came to careers and their personal futures.

Many students were critical of school guidance counselors and of their teachers when it came to their career possibilities and made it clear that they were reluctant to turn to these individuals for serious advice about their futures and about their occupations.

When asked in the self-administered questionnaire (Table 10) to whom they would most likely turn for advice and suggestions on their careers and future, of the more than 3,000 college students surveyed only a third replied their teachers and counselors, and of the more than 6,000 high school students asked, less than 20 percent named these individuals. The greater number of both college and high school students said they would most want to talk to a person actually working in the career they were considering entering.

In the personal interviews, when pressed, students tended to reply that they had made their career decisions on their own when they were asked who had had the most influence on them in making a choice. A typical reply was: "This is just something that I've worked out on my own without any help from anybody else."

Only a small handful said that they would turn first to their classmates for advice on something so personally important as selecting a potential career.

5. Although they claim a general lack of interest in material things, to most of the youth we interviewed, making a lot of money has some importance, even though it doesn't necessarily have a great amount of importance. This is because, in addition

to wanting a measure of security in the world, many of the young are convinced that money is an essential tool for changing society.

In responding to the value question in the self-administered questionnaire (Table 7) students had tended to rank low the value, "making a lot of money," when they were asked to list those values of greatest importance to themselves. Only 12.3 percent of the college students and 29.4 percent of the high school students rated this characteristic as very important to themselves.

Yet, when asked to rate the characteristics that have "some" rather than "great" importance to themselves, 49.2 percent of all college students checked off the financial value, a greater proportion than checked off any other characteristic under that heading. Thus, overall, when the percentages of students who had checked money as an important value under both the "great importance" and the "some importance" headings are added together, it becomes apparent that 61.5 percent of all the college students and 59.7 percent of all the high school students thought enough of the characteristic, making a lot of money, to give it at least some importance when it came to picking a job or a career.

Thus, although professing a great concern for the so-called "social" or "humanitarian" values, young people find themselves tending to desire some of the same monetary rewards of the older generation of which they are so highly critical. Placed in this awkward dilemma, many of the students we personally interviewed tended to rationalize or justify their own interest in money with replies such as these: "I really look down upon the notion of making a lot of money. Obviously, I want to earn enough money in life to subsist comfortably, but I'm not going to go overboard about it." Or, "When I say I want to make a lot of money, I don't mean that I want to be gluttonous about this. I just want to live well. Money to me isn't the all-important value that I know it is for many in my parents' generation."

Other students argued that money and power were the two essential tools needed for changing society and contended that one didn't exist without the other. Many said that those who were the real leaders of American society were those "who have the money." If they were to strive to be leaders themselves, then obviously -- or so some of the young reasoned -- they too had need of money.

What becomes clear from probing behind the statements that young people make about the values they regard as important in career selection is that for many of the students we personally interviewed a set of almost contradictory factors is at play as they weigh in their minds what is most important to themselves about careers.

The students seem sincerely interested in wanting to help others through the careers they pick and yet do not quite trust the world enough to accept the help of others in making career selections. They talk of helping others and of putting people ahead of things, and yet tend to take a very individualistic and self-reliant stance toward life and careers. They decry the materialism of others and yet reluctantly concede that they themselves need to assign some importance to the collection of monetary rewards.

What they seem most sure of is that they want to use their careers as vehicles for changing and improving society, that they want careers that allow them to express their originality and creativity, and that at some point in the future the opportunity for actually effecting change will indeed become theirs.

Student Career Orientations

In considering their future careers, a significant proportion of today's high school and college students are keeping their options open. They either have not yet decided exactly what it is they want to do, or, if they have decided they make it clear they are being quite flexible in their thinking and may change their minds depending on such factors as today's uncertain economy.

These students who are so undecided or admittedly susceptible to change are in the minority. The vast majority of young people have at least some general notion of what types of careers interest them the most, and why. But even they often tie an "if," "but," or "maybe" to their plans when they talk about why they prefer one occupation to another.

When young people do express a preference for certain careers, the occupations they seem to be leaning toward more heavily are the people-oriented or service jobs, those occupations that will allow them to be helpful to others or useful to society.

These are the general impressions about student career orientations that emerge when student answers to the self-administered questionnaire are combined with explanations obtained from the personal depth interviews conducted with 400 high school and college students from across the country.

This section draws on some of the career preferences and career images of the young people in our sample as reflected in the quantitative data collected in Tables 3, 4, 5, 6, and 8, and then utilizes explanations obtained from the personal depth interviews to show why some of the young are leaning toward the particular careers they are, and why others are remaining flexible in their thinking.

From interviewing students and from analyzing both what they say and what they seem deliberately to neglect to say, the following general trends about student career orientations emerge:

1. Many of the students interviewed are extremely flexible about their future career plans. The majority will readily identify one or two specific career preferences, but tend to make it clear that if circumstances change they may switch preferences. This flexibility of youth seems to be caused in part by the current economic uncertainty, in part by the usual indecisions of youth, and in part by the feeling of some that in times of social change people must keep their options open.

Almost one-fourth of the more than 3,000 college students answering the self-administered questionnaire (Table 3) seem to be resisting so-called "establishment" career preferences, based on their ignoring the specific career choices listed in our questionnaire, on their answering "don't know," or on not answering at all, when asked in which of several organizations they expected to start a career after they had completed their schooling. For the more than 6,000 high school students questioned (Table 3), the number of such students topped one-third.

One reason that becomes apparent from the personal depth interviews is the despair on the part of some of the young over the current economic uncertainty. One college co-ed on the West Coast, for example, when asked if she had ever considered a career in education, replied: "You must be out of your mind. Don't you read the newspapers? Every paper during the past few weeks has been carrying articles about school systems having their budgets cut and being forced to lay off teachers. I want to pick a career where I'll be sure of getting a job."

A high school boy on the East Coast who comes from a middle-income family expressed somewhat the same views. "I'm terribly scared about the job market," he said. "We could have another depression like this anytime." This boy said his first preference was to be a teacher, but nervously allowed that "I will take any job which pays me enough to keep up with the cost of living."

Other students let it be known that although they had one or two specific career possibilities in mind, they might switch preferences at a moment's notice. For example, when field workers probed respondents on their career interests, they very often got sweeping replies such as this one from a bubbly 20-year-old co-ed at a major university in the South:

"I'm majoring in education, but I definitely want to be more than a teacher because I'm interested in too many things to be limited to a classroom. I'm in education to see what it's all about, but I'm thinking in terms of being a lawyer or going into social work. Perhaps government, too. I'm thinking of specializing in marital law because I see so many divorces and I think I could be of help."

Many students who said they were interested in a particular career switched career fields completely when they were asked what type of a job they thought they would be in when they reached their parents' age. One college student, who had expressed an interest in being a professor of sociology, wasn't at all certain what he might be doing when he got to be as old as his parents are today. "I would hate to be stuck forever in one spot," was his reply. "I don't believe in not growing. I don't want to stagnate. If you are truly educated, you've got all sorts of options and job opportunities open to you."

A college senior who had her career plans all picked said she had absolutely no idea what she would be doing approximately 20 years from now. "I don't want to be attached to anything," she said. "I want to remain loose and free." And a young man

in the Rocky Mountain West, when asked about his long-range plans, said: "It's hard to think too far in advance. Seems whatever kind of plans you make, it works out differently in the end anyway."

Many students gave the impression they were seriously considering having more than just one career in their lifetime. For example, a young girl from the Midwest said she fully expected to launch a brand new career when she reached her parents' age -- "just like my mother's done recently by suddenly deciding to become a realtor."

Other students, reflecting the indecision of youth, tended to answer all of their questions in terms of their academic major rather than in terms of specific occupations when they were asked about career preferences. For example, one student replied: "Oh, I'm a history major. I guess I'll do something with history, though I don't yet know what."

2. <u>When they do make specific career preferences, high school and college students we interviewed seemed to be leaning more heavily toward the people-oriented or service jobs because they saw these occupations as most effectively allowing them to help others, work with people, be creative and to live and work in the world of ideas.</u>

The career preferences of the 400 students interviewed were, of course, quite varied. When asked, on their own, to identify the career that they were most interested in, high school boys gave a wide assortment of answers, ranging from being an auto mechanic to a veterinarian, from a professor to a criminologist. Similarly, the choices of high school girls varied from being a teacher or secretary to being an airline stewardess or a seamstress. At the college level, the answers of the boys ranged from going into education or business to specializing in urban affairs or oceanography, and for the girls the possibilities included anything from being a teacher or an actress to being an interior decorator or a therapist.

Once students had expressed their initial career preferences, they began to talk in some detail about the various types of jobs that interested them. The more they talked, the more students began describing a preference for positions that involved people or service. In conducting the interviews, field workers had been given specific instructions that once students began talking about various career possibilities, they were to try to differentiate between the student's career plans -- the things he most realistically thought he'd be doing after he completed his schooling -- and his career aspirations -- the things he would most like to do if he had the opportunity.

In this survey, it was found that the ideal career aspirations of students tended to be even more people- or service-oriented than were their realistic career plans. For example, although a number of the college boys had talked of such immediate career plans as going into business, the computer sciences or engineering, when it came to occupations they wished they could ideally enter if all the opportunities were suddenly open to them, they tended to talk more of filling such positions as being a juvenile officer, a school psychologist, a recreation director, a clergyman or going into the Peace Corps.

As one student put it: "Whatever career I finally enter, I want to be of help to others. After all, what other reason is there for being here if not to help each other?"

3. <u>The students we interviewed selected certain, distinct careers over others -- and assumed their friends were doing the same thing -- because they obviously held a set of pre-conceived images about which of the many careers of society had more prestige and value, and thus were supposedly "better" to enter.</u>

In this project, unlike some other career studies carried out in the past, we did not give students a complete list of career possibilities and ask them to rate the occupations against each other in terms of prestige or status. But in the personal, depth inter-

views we conducted with 400 college and high school students, the students in effect conducted such a rating for us on their own.

By their own personal likes and dislikes and by identifying the types of careers they thought the more intelligent or creative students in their class would almost certainly want to enter, the students singled out what they thought were the "elite" careers of society.

Previous research studies (e.g., John C. Flanagan et al.,1964:5-44)* had found evidence that young people are very often unrealistic in their career plans. They tend to pick careers far out of proportion to the available job openings. In our survey, young people appeared to be doing the same thing. The 400 students we interviewed were drawn from a wide variety of backgrounds. There were bright students, average students and below-average students. There were rich youngsters, medium-income youngsters and poor youngsters. Yet only one out of the 400 talked of going into a career in a factory and only a small handful picked such manual careers as being a construction worker or being a truck driver.

Most students selected career preferences that had some measure of prestige. And they were well aware that the positions they identified had some measure of prestige. If the position did not have great prestige, they would often apologize for it. For example, one girl said she planned to work as a secretary, then quickly added that what she really wanted to do was to be a model, but of course she wasn't suited for that so she had to settle for the career of secretary.

---

* In this report, all bibliographical references show first the year of publication, then the specific pages from which the particular information is taken. The references are more fully identified in the bibliography in Appendix F.

The careers with the greatest amount of prestige and status were in law, medicine and science. Education had considerable prestige for many young people -- particularly higher education -- but not quite as much prestige as the other three fields. For many of the boys in particular, being a lawyer has become the most ideal occupation in today's society. As one college senior put it:

"I want a profession where I can be helpful to others and also live and work in the world of ideas. In addition, I want a job where I can work to help change society and make this a better world. I want to work in a milieu in which new and exciting ideas and interpretations are readily available. A career in education could satisfy some of these requirements, but it also involves the risk of getting stuck in a rut and offers unsatisfactory salary opportunities. I can have the same thing and more by going into law -- there I also get the money and the prestige."

Other careers which young people mentioned frequently as ideal for themselves -- and also as having prestige -- included going into professional sports, the aerospace industry, the fine arts, various professions, the communications field, ecology, social service fields, the social sciences, government, and business.

As part of the depth interview, students were asked what were the career preferences of those brighter or more creative students they knew, and why did they think the more intelligent young people had these career goals. Many students answered this question in a tone that implied they wondered why anyone would be silly enough to ask such a question in the first place -- obviously, the bright students were entering the fields that were the hardest to get into and had the highest prestige, and these included (depending upon the respondent), careers in law, medicine, government, social work, science and education.

As one student said: "The bright kids? They go into the careers that have the most prestige and offer the most money. It's obvious where they go."

Student Views Toward Education

A large number of the high school and college students we surveyed are in agreement on the importance of education to society and on what the role or purpose of education ought to be: it should maintain the best values of the present society, while at the same time helping to build a new, improved world.

In addition, most of the students agree that the schools and colleges they are attending have been of considerable value to them in planning for their future careers.

When it comes to evaluating education as it is practiced in the United States, these young people tend to react quite favorably to their teachers, somewhat unfavorably to their guidance counselors, and extremely unfavorably to the educational system as a whole.

These are the major impressions of student attitudes toward education that emerge when the quantitative findings from the self-administered questionnaire are analyzed in conjunction with the personal depth interviews conducted with 400 students from 40 different high schools and colleges.

This section examines student views toward education in some detail and explains some of the reasons why students say they are so disturbed with this country's educational system.

Listening to the statements the students themselves make about education -- its strengths and its shortcomings -- the following general trends about student views toward education emerge:

1. To the young people we interviewed and surveyed, education as a value ranks extremely high, primarily because it is seen as a mechanism for bringing about a better way of life.

Most of the students we talked to -- both at the high school and the college level--place great value on knowledge as a key to advancement and improvement, both for the self and for society. The greater majority of students recognize the importance of completing their schooling. Many of them are thinking of continuing their education (Table 2). Even those who indicate that they don't plan to go beyond high school, tend to acknowledge the importance of education in getting ahead and in building a better society. This view correlates positively with the high regard noted earlier that students express for such "intellectual" values as wanting to be original and creative and wanting to live and work in the world of ideas.

But students are realists, too. As important as education as a value is to so many students, a large number of those who were personally interviewed recognize that society as a whole has tended at times to give short shrift to schools and teachers by denying them the prestige and status to which they are entitled and by giving them inadequate funds and salaries. What some of the students seem to want is for education to receive a little more recognition of its worth from the world at large.

As a black high school sophomore from the Midwest who is planning a career in child psychology declared: "Educators are the real leaders of society because they prepare everybody else for their place in society. But unfortunately, society tends to ignore education and to downgrade educators in this respect, and instead rewards and recognizes its entertainers and athletes."

2. The students we interviewed -- at both the high school and the college level -- tend to speak of their instructors in favorable terms, because they feel that most of them are concerned and dedicated individuals who are sincerely trying to be effective teachers. When they do criticize teachers it is for being out of step with the times or

for not having the time to take a personal interest in their students. Whether they like or dislike teachers, most students make it clear, however, that they are not overly anxious to get "too involved" with their teachers -- they almost prefer to have each keep his distance.

In responding to the self-administered questionnaire, many of the college and high school students surveyed had seen their instructors as being helpful (Tables 8 and 9). This same feeling was apparent from the depth interviews.

An overwhelming majority of young persons whom we personally interviewed speak highly of their teachers, think that most teachers are willing to listen to the problems of their students, and feel that most teachers enjoy teaching and are enthused about their work. A large number of students also feel comfortable in the presence of their teachers, though many conceded when asked that they probably wouldn't want to bring a personal problem to their teachers. These students left the impression that it is better to leave some distance between themselves and a teacher, simply because teachers can't possibly have that much time or energy to get too deeply or personally involved with each of their pupils.

Although students like teachers and very often sympathize with their problems, they recognize that the lot of the teacher in society is not always a good one and that the image of the teacher is not as high as it possibly should be. Many students readily admit that students in general are "rough" on teachers and that teachers are often unfairly harassed. In addition, they recognize that society often looks down on teachers.

As one college co-ed who herself wants to be a teacher declared: "A lot of times I get the feeling that teachers enjoy sort of what I call a negative prestige. An awful lot of people tend to feel sorry for them."

What bothers young people most about teachers is their feeling that so many of them tend to be out of step with the times. "I prefer the younger teachers to the older ones," one student commented, "but even the younger ones don't really understand us." Another student, a college co-ed from the Far West, complained that most of the teachers she has known in her life are "archaic old-fashioned types" who aren't "too anxious to listen to student problems." A third student labeled teachers "conservative workhorses" and complained that the major problem with too many older teachers is that "they are more concerned with their job security than they are with stimulating students."

One of the most vehement critics of teachers -- whose profanity may have been somewhat unique but whose general sentiments were voiced as well by others -- commented: "When it comes to teachers and professors, I just don't have the time to put up with all of their bull----. I've found that the best way to do it is through a lot of self-education."

Other students saw the teacher-student problem as more of a question of a lack of time. A young woman bent on a career as an interior decorator said she was generally cool toward her teachers, felt that they were usually nice but that they really couldn't help her. "I don't know them well enough," she said. "And let's face it, they just don't have the time for us."

3. The students we interviewed reacted somewhat unfavorably toward their guidance counselors, claiming that counselors usually didn't understand the needs of their pupils, that they offered unrealistic advice, and that at the high school level their prime concern was to get as many young people into college as possible, no matter what the cost.

A large number of the students we personally talked to indicated that although they might have had meetings with their counselors during their time at school, they

usually did not discuss with these individuals any of the really serious or personal problems they were facing concerning school, their careers or their futures. The impression usually was left that a visit to the counselor's office was a "duty" call on the part of the student.

There was no major dislike of counselors on the part of students, but rather a general feeling that counselors simply didn't understand them or their needs. For instance, a student who was majoring in biology and who was seriously contemplating a career in that field, chuckled when asked if he had ever talked to his counselor about career opportunities in that area. "Gee, he'd be the last person I'd want to go to. What could he possibly know about biology?"

One parochial high school girl who wants to be a secretary was bitter about her guidance counselor. "I saw my guidance counselor twice," she said, "and I honestly don't think she's suited for her work. She's not very helpful. I didn't go to her until my sophomore year, and she kept pushing me to go to college, as though she were getting a commission. A couple of secretaries I know from the National Secretaries Association have given me far more valuable advice than I ever could get from her."

Another girl who is now in college studying to be a high school English teacher had the opposite complaint. "All my counselors tried to do was to keep steering me into a secretarial career," she complained. A male student of average intelligence from the North Central section of the country complained about "the over-eagerness of counselors who themselves are college-educated," he said, and thus must think that everybody needs to go to college just like they did. What are needed in high school are more trade and technical counselors."

4. <u>The chief criticisms of the young people that we talked to are directed at the educational system as a whole. Students tend to oppose the system because of what</u>

they see as its cold, impersonal nature; because they are unhappy with the system's administrators whom they see as stifling creativity and innovation.

The quantitative findings from the self-administered questionnaire showed that for many college and high school students there is a wide discrepancy between what they see as the present function of America's educational system and what they ideally wished the function of the schools were (Tables 11 and 12).

The unsolicited comments of a college girl perhaps best typify the negative feelings of so many students toward the educational system. The girl's comments were unsolicited because they did not come in a personal interview. The girl simply wrote down her remarks on a separate sheet of paper which she stuffed into the self-administered questionnaire she had received in the mail.

She complained about a "stultifying regimentiveness," particularly at the elementary and secondary school levels, which she said "serves to curb the growth of anything which could lead to the ideal ends of education." Rarely, she said, "did I receive any sort of moral or ideological guidance in my school career. I was merely told that this or that was the way, and the only way, to arrive at any goal, regardless of whether I understood that one way, or had found a better one.

"I have had a few good teachers," she continued, "who have given me more than just academic knowledge. But they are rare, which means that that they are usually creative and original, and thus are the bane of a conformist school board. It is time to revamp the school systems, to remove the oppressiveness which makes learning painful to so many. I don't pretend to have a blueprint for a new one. I only know that the one we have is decadent and fast becoming harmful. Education can be a thrilling experience. Why isn't it?"

In the personal interviews, another girl, this one a high school student, expressed such unhappiness with the 'system" that she commented bitterly: "I just don't like the educational system. I feel I could have learned more sitting at home. You know, I feel sorry for my nephew. He is three years old and he's so smart. I feel sorry for him that he's going to have to go to school." A male sophomore from a college in the Southwest said the only way he could possibly view the educational system was as a "giant incubator" that kept students captive and under control. "Instead of learning, we're being incubated."

Many students complained about the impersonal nature of the educational system. Said one college student: "Here you're just a number. If you drop out of school, so, you drop out of school. No one really knows or cares." Another, expressing the same viewpoint, said: "As long as you pay your tuition, that's all they care about."

Others complained about courses being irrelevant or out-of-date. "School systems shouldn't even exist," a co-ed said, "because all they do is ruin people's minds. The trouble is they are not relevant to the real world. Nothing that I've learned at this school applies to the real world." An above-average in intelligence high school sophomore from the Northeast complained of "stringent curricular requirements of outdated courses." Public education in America, he said, is not sufficiently innovative and neglects the individual student. "Schools today function largely to transmit the values of the past, particularly those of which I disapprove -- nationalism and the stress on making money." Another complained that all the schools seem able to do is to teach students how to pass examinations. "You have to learn how to pass the test, instead of learning how to get involved," said the girl, a black sophomore at a major university in the East.

A white high school student from the Southeast declared that "the first six grades in elementary school are a complete waste of time. Not enough is given fast enough. Foreign languages should begin as soon as possible and much of what is now taught in high school could be taught in elementary school." This student also was unhappy that so much of education today is "geared to the average students--the bright and the poor students are neglected."

A major complaint of a number of students was over what they saw as a lack of real innovation in the schools and this was more often than not attributed to a backward school administration. A student at a major university in the Rocky Mountain West complained that efforts today to remodel the schools "are all a farce." He said:

"The educators of today remove the chairs from the classroom and ask the kids to sit on the floors, and because they're doing this they think they're remodeling the schools. They're remodeling the facade, but the teachers are still teaching the same old way. You know, when I was in high school, I really learned to hate math. And really, I love math. But in high school they just succeeded in making me hate this subject. The schools are expert in labeling the dumb kids and in not teaching them anything. The purpose of education is to learn things, to be exposed to them so that you end up a happier person. But the schools of today aren't achieving this purpose. Only the private, free schools are achieving this goal."

For most of the students, the criticism of the educational system is directed at some vague "something" that they don't usually seem quite able to understand. Although some students do criticize school boards, college trustees or "administrators," most don't personalize their criticism beyond this vague generalization. Usually, in their criticisms, the students tend to regard teachers as almost innocent victims of this cold, rigid and largely impersonal system.

The students seem to be in agreement that this vague, impersonal and old-fashioned educational system must be remodeled and made more relevant to the times. They seem to agree that this system must be turned into an instrument for change, for building a new and better world. Obviously, they disagree on the best way to change the system, but usually they tend to want greater personalization and more freedom and flexibility for both teachers and students. They seem to feel that through greater freedom of exchange between themselves and their instructors both they and the educational process will benefit.

Student Attitudes Toward Careers In Education

Findings of the quantitative data (Tables 17 and 18) indicate that two-thirds of all the college students who replied to the self-administered questionnaire and one-fourth of all the high school students expressed a possible interest in working on a full-time basis in a school, college, or some related educational area.

When students were probed in depth, however, in the personal interviews, it became apparent that despite such seeming interest in education, many students who express some interest in the career really see it only as a compromise career possibility. That is, there are other careers they find more preferable than education.

In addition, the personal interviews showed that many students are turned off from educational careers for any one or several of the following reasons: because they feel the field has low pay and low prestige, because they feel it is too feminine a field, because they regard education as not intellectually challenging enough, because they are dissatisfied with the impersonal and restrictive nature of the educational system, because they are unhappy with the image of teachers in society, or because they do not see the schools as being truly effective vehicles for initiating social change.

These are some of the major impressions that appear when the results of the quantitative data are analyzed in conjunction with the qualitative depth interviews. In this chapter, we explore some of these general trends in more detail. From the data and the interviews, these are the patterns about student attitudes toward school careers that emerge:

1. Although a large number of the young people who responded to the self-administered questionnaire indicated a possible interest in education or for some even a very great interest in the field, a much smaller percentage actually expects to enter

the field once they have completed their schooling. This is partly because to a number of the young we personally interviewed, education is viewed as a compromise career.

In reporting on the quantitative findings, it was noted that when specifically asked if they would be interested at all in working on a full-time basis in a school, college or some related educational area, 40 percent of the college students and 12 percent of the high school students said they would be very interested (Tables 17 and 18). Yet in reporting results of an earlier question (Table 3), it was noted that when we asked students to select from a list of 11 possibilities the type of organization in which they would most likely start a career following schooling, one-fourth (27.8 percent) of the college students and one-twelfth (7.6 percent) of the high school students had picked working in a school or college. Why the discrepancy in figures?

One reason that comes through very clearly from the personal interviews is that many students are interested in education as a career, but not necessarily as their first choice. In the depth interviews, many of which lasted over an hour in length, we asked students to tell us toward which career they were leaning. After they replied and had told why, we asked if they had an alternate choice. Very often the second choice turned out to be education. Many students took the view that education was an effective back-up plan, just in case the career they were really interested in didn't work out.

For example, a young high school boy from the Midwest who was himself interested in going to work in either a large corporation or in the computer sciences, said: "If you're not certain of a career -- try education. It is a basic and sound foundation for any career. You can always change. Meanwhile, you can be earning money while you try to figure out what it is you really want to do."

In a similar vein, another youth who was chiefly interested in aeronautics and who wanted to fly a plane, said he might consider as an alternate career teaching

physical education "if I need a job until I get my pilot's license."

Other students seemed to switch with great ease from their prime career choice to education. For example, some students who wanted to be lawyers would say, "well, if that doesn't work out I can always teach political science," or others whose principal interest was going into professional sports would tend to reply, "if I don't make the team, I can be a high school coach."

It was chiefly the men rather than the women who tended to view an educational career as a compromise, but several of the young women interviewed expressed the same point of view.

2. A reason some of the students gave for choosing education as a compromise career, or for not choosing education at all, was because of the field's overall low pay and low prestige.

The image of low pay and low prestige is one which has haunted the education profession down through the years. (See Appendix A.) Apparently it will continue to haunt the field. It was noted in the section on student values and outlooks toward jobs that even though they talk chiefly of helping others and of spurning material things, many of the students we interviewed regard the value "making a lot of money" as important to themselves.

That this is so becomes clear when we analyze some of the reasons young people give for being reluctant to consider teaching as a profession.

A number of students who told field workers during the opening portion of their interviews that making a lot of money had practically no importance to themselves said toward the end of their interviews that they couldn't possibly consider teaching seriously because of its low pay and low prestige.

One young woman at a college in the West said, for example: "I never met a guy who wanted to be a teacher that I'd want to be married to. It would be boring. Besides, teachers don't make much money." This same woman, who herself wanted to go into sociology, made it clear how much prestige she thought teaching had with comments such as these: "It's another type that goes into teaching. All you have to do is go over to the Education Building there and take a look at the type of students who attend. Those people are different. Their course work, for one thing, is easier. It doesn't take much to become a teacher. A lot of people go into education because they don't have anything better to do."

Even those who plan to teach are bothered by the low-pay image. A college co-ed who wants to teach high school English said teaching was a good career for a woman "and I guess for a man, too, if he likes it, but it doesn't pay too well if he's planning to have a big family."

A high school student from the South who was seriously considering going into teaching was bothered both by the pay and the field's image.

"It would be a great challenge because I like to relate to people," he said of going into education, "but there is the financial problem. I don't like the routine of teaching the same thing year after year. And teachers need an extra full-time job just to get along. I'm turned off by careers in education because people don't appreciate teachers any more. Students look upon teachers as born enemies. I haven't seen it in my school, but when kids throw rocks at teachers, it's getting to be ridiculous."

Another student, a high school girl, said simply, "I see no prestige in education." And a co-ed at a major university in the Northeast, after reviewing the poor salaries

for teachers and the excessive administrative control and coercion, gave this simple conclusion to explain why she couldn't possibly seriously consider the field: "Teachers are treated like dirt."

A young man in his early 20s who had selected going into technical sales as his first career choice and education as his alternate choice, made it clear through his remarks that he really wished he could go into education. "For me, I rank being able to teach as pretty high. My experience has turned me toward teachers. I respect them. Money is the only reason I wouldn't teach."

3. Many more of the women we surveyed and interviewed express an interest in careers in education than do the men. This is largely because to many of the students, both male and female, education is still viewed as a feminine field.

The research studies we had examined in our literature review (Appendix A) concluded that through the years many young people had seen education as the feminine field. This notion still persists. Data from our self-administered questionnaire (Tables 5, 6 and 18) showed that many more women students than men express preferences for education.

In recent years, there has been an increase in the number of men who have entered the field. Whereas 20 years ago it would have been rare to find a male teaching at the elementary school level, today this is a common occurrence. Yet, even so, many of the students we personally interviewed still persist in talking about the field in terms of its suitability for women. When asked specifically if teaching is a good career for both men and women, large numbers of students said yes, but then qualified their answer with such comments as, "if the man's really interested," or, "if the man thinks that's what he's suited for." Some respondents made sarcastic references to the masculinity of men who have entered the field in recent years, and others labeled these individuals "draft-dodgers."

One young woman claimed that teaching was an excellent career for a woman, but said that "for men only the weaker ones who are afraid of society" go into teaching. A high school boy said that all girls at some point in their lives think about being either teachers or nurses. "But boys want something with more action and that pays better. If they are real brains, they'll think about computer systems, electronics, engineering or space travel. I don't know of any boy who wants to teach. Maybe they would at a university."

A distinction is made by a number of students between teaching at the elementary and secondary school level being far more suitable to women, while teaching in college is more suitable for the man. The general notion here is that taking care of little children or younger students is woman's work. As one student put it: Teaching is a good career for anyone who likes it, "but especially for women, because they are more patient and have the mental constitution to deal with children."

4. For some of the students we personally interviewed -- both at the high school and the college level -- a distinction is very often made between teaching at the college or university level and teaching at the elementary or secondary school level. For these students, higher education is far more prestigious and rewarding because they feel it is more intellectually challenging, offers higher pay, and allows the instructor far greater freedom in his job than he would be given at a lower level of education.

The data collected from the self-administered questionnaire (Tables 13, 14, 15 and 16) had indicated that students felt professors have higher social prestige than do elementary or secondary school teachers. One reason for this is that many students seem to feel that to be a professor requires special credentials, but that anyone who wants to go into elementary or secondary teaching can.

"Getting a degree in education is not so hard," said one woman, who was unhappy that bright students she knew were not going into the field, which she felt was being taken over by students of average or low intelligence. "I just hope my children won't get one of these people as teachers." She added: "A college teacher is expected to know more. A high school teacher can slough off a little more."

A senior co-ed at a university in the Midwest said she was anxious to teach at the higher education level, rather than in elementary or secondary school, because "a professor in college can be more original and creative. In high school, there are too many restrictions."

One college male, who ranked himself in the lowest quarter of his class, said he had a very negative image of the typical elementary or secondary school teacher, but a rather positive image of the college professor, a position, he said, he would himself like to fill. To him, most high school teachers "are stagnating, they are really backward, they drive me up the wall." He complained that lower middle class values tend to predominate among the high school teachers he knows. College professors, on the other hand, have a much better image, "they have a broader understanding of what's going on."

This respondent said he was aware that to many educators primary and secondary education is probably the most important aspect of education right now, "but unfortunately it pays the least and therefore I'm reluctant to enter this part of teaching. In addition, too many high school teachers are restricted to lower middle class values, and this bothers me. I'd hate to be restricted the way I feel most secondary school teachers are restricted. I don't like all of the rules and restrictions placed on a high school teacher by his school system."

5. Many of the students, both in high school and in college, whom we personally interviewed and found to be "turned off" from careers in education, say it is because they do not like the lot of the teacher as victim of a cold, impersonal educational system. The teacher, in these students' eyes, is subject to numerous abuses and restrictions without compensating rewards. Thus, these students, although they often sympathize with teachers, have decided not to enter the field themselves because they don't want to also become victims.

It was noted earlier, in looking at student views toward education, the disdain in which so many students, at both the high school and the college level, held the educational system despite their general warm regard for the system's instructors. This disdain has carried over for a large number of students into their attitudes toward careers in education. These students, many of whom value the concept of education quite highly, feel they cannot bring themselves to entering a field in which they feel creativity and innovation is being stifled.

Usually the school administration comes in for the greatest amount of criticism in restricting the freedom of teachers in the classroom. One student at a community college who was very anxious to see education in the United States "regenerated" complained of working in an atmosphere dominated by the "invisible but all-powerful" school administration.

A high school student in the Midwest said she could not possibly go into teaching because "I would simply refuse to follow their rigid schedule of study. Teachers in schools have to follow a schedule and talk about things they may not enjoy. If I really had to teach, I'd prefer teaching at the college level where I would have more freedom."

Another student, this one at a prestigious college in the East, said she had once considered a career in education but was "worried that it might prove too stifling,

owing to the need to constantly observe arbitrary and limiting guidelines and policies."

A sophomore at a four-year college in the Far West said she wished she could teach the mentally retarded, but was bothered "because there are too many restrictions placed on teachers by the administration." The field of education, she said, "could attract many more qualified people if it removed some of the restrictions placed on teachers."

For some students, it isn't just the school system that "victimizes" teachers, but society as a whole. Many of these young people are just as disturbed to see teachers constantly ridiculed by students and parents as they are by the school administration. They are distressed by the breakdown of discipline in the schools and unhappy with the constant harassment to which they find teachers subjected. One student declared: "I couldn't possibly consider education until the discipline problem is cleared up." Another one said, "I know how kids around here feel about teachers and how they abuse them. I couldn't possibly work in such an atmosphere."

6. A number of students appear to be turned off from careers in education because they do not like the image of the teacher that they get from watching teachers in action. These students complain about what they see as the unprofessional attitude of some teachers, particularly in regard to the role of teachers in labor negotiations.

Earlier, it was noted that statistical data from the self-administered questionnaire (Table 19) showed that a majority of both college and high school students did not think their personal image of teachers had influenced them in their decision to seek a career in education.

In the personal interviews, however, a significant proportion of those interviewed, although still a minority, were quite vehement in contending that their image of teachers was one reason why they were deciding not to enter the field. It may very well be that the reason so many others were reluctant to admit that teacher image had an influence--

positive or negative--on their career preferences was due to the fact that young people, particularly many of those we interviewed, are not anxious to acknowledge being influenced by anyone outside their immediate circle of family or friends in something so important as career choice.

A young college senior who is hoping eventually to get a Ph.D. in education, and who is anxious to teach either math or chemistry, is convinced that "the image of the teacher is what affects students" about whether or not to consider the education field. "If the image is improved," she said, "more kids will enter teaching."

Her comments are borne out by the remarks of another young lady, this one a high school senior from Nebraska, who said that although she feels teaching could be a good career for either a man or a woman she could no longer bring herself to be seriously considering the field because of her negative image of teachers developed from her early school days. "It was my childhood image of teachers that turned me off to the profession," she said. "They just gave assignments, graded you and scolded all the time. I could never like that. Now that I'm older, I have a much more positive feeling toward teachers, but I've already made my career choice (social research) and I think it's probably too late to get rid of my negative feelings."

What turns off some of these students is what they see as the unprofessional conduct of some teachers. A "B" student in high school, for example, offered this observation: "People look up more to professionals like doctors or lawyers than they do to teachers. Teachers are leaders of society in a way, but they don't have the prestige of others. Maybe it's because teachers don't always act like other professionals. They rebel too often. They go on strike, they walk around with signs, and they do the same things that non-professionals do."

Other students complained of teachers being interested primarily in their salaries, their working conditions, "and being able to go to the lounge on a break for a smoke." A young high school girl complained, "Teachers should stop crying about their problems. If they don't like their work, they should do something else. I think if all this crying would stop, more young people would be interested in educational careers."

Another student, this one from a parochial high school in the East, said teachers often were not honest with themselves and with their pupils. "I think the teachers are rather hypocritical," she said. "They tell us how much they want to see change and improvement in the schools, but when the showdown comes with the administration, they just sit back and do nothing." Other students were equally unhappy because teachers sometimes talked of social or humanitarian values being so important and then staged protests or went out on strike for more money.

Some students complained also that a few of their teachers did not care enough about student problems. "Teaching is a good career for anyone who is going to care about students," said a community college student. "The apathy of many of the teachers I had in high school convinces me of the great need for teachers who care, and can give a confused kid a new way of looking at things, at life."

A high school girl who felt that she did not have the intelligence or stimulative ability to become a teacher, said she had nevertheless been turned off from all careers in education because of her unhappiness with the teachers she did know who regarded their profession as only "an easy job with a steady paycheck." The recruitment to the profession of "more understanding, sensitive and stimulating people," she said, might well change her mind about the field, at least to the degree of her considering a position as an educational secretary or a teacher's aide.

Other students complained about teachers not really being enthused about their work. One student in California saw the typical educator as "old, cold and not up with students and their interests." Another complained that even though many teachers are young, "they can't seem to relate to us."

7. A number of students make it clear that if they could be convinced that education were indeed an effective vehicle for bringing about changes in society and for building a new social order, they might indeed seriously consider the field. For this to happen, they need to see signs of greater innovation in the schools, greater freedom and flexibility, and a greater sensitivity and concern on the part of the education profession.

The comments of two students typify the reaction of several of the young people we interviewed on this score. A college male declared: "The only way I would consider a career in education is if the school system were changed to make it more flexible and innovative, and if efforts were made to truly educate the kids instead of just to monitor them." This young man said it was unimportant whether society thought teachers were leaders or whether they had high or low social prestige. "The only way to judge a teacher is on whether he has done a good job or not, whether he's turning the kids on or not. I think more young people would turn on to education if they sincerely felt more teachers were indeed turning the kids on."

A black student at another school felt strongly that the best way to recruit high quality young people was to increase the schools' potential for social change. "I think a lot of people might be interested in school careers if they felt education could be more important to encourage social change at the grass roots level. I know that if I ever were to consider education, it would have to be at the activist level working to make things better."

The Minority Group Student

A greater proportion of the black students who answered the self-administered questionnaire and who were personally interviewed expressed an interest in careers in education than did other minority groups or the student population at large.

A large number of the Puerto Rican and Indian-American students also displayed interest in school careers, though their enthusiasm was not always as great as that of the blacks. The interest of Oriental and Mexican-American youngsters in careers in education was generally below that of the population at large.

Of all the minority group youngsters included in our study, most who were surveyed and interviewed displayed a tremendous respect for education -- substantially more of respect than did the general student population as a whole -- though this should not be interpreted to mean that they were necessarily happy with all of the existing practices in the schools.

Many of these students -- particularly blacks, Puerto Ricans and Indian-Americans-- simply felt that a career in education had a greater amount of prestige than did the student population as a whole.

These are some of the major findings that become apparent when the attitudes of selected minority group students are examined separately from the total student population.

In this study, we were interested in determining the particular attitudes toward educational careers of young people from the black and Oriental races, as well as the attitudes of students from three selected ethnic groups -- Puerto Rican, Mexican-American, and Indian-American. As anyone who has surveyed young people in the past few years knows, just asking a student to identify himself in terms of race or ethnicity can be a sensitive matter. In this project, 18.1 percent of all the students surveyed refused

to state their race, and 15.7 percent refused to identify themselves in ethnic terms. Thus, this factor must be kept in mind when reviewing the attitudes of minority groups in this study.

In addition, at the college level -- where the self-administered questionnaire was distributed and collected by mail -- a smaller proportion of most of the racial and ethnic minority groups (blacks, Puerto-Ricans, Mexican-Americans, and Indian-Americans) returned the questionnaire than did whites. In fact, of all the 20 colleges included in our sample, the return tended to be lowest at those institutions having a large proportion of minority group students.

One explanation for this is that many minority group youngsters -- particularly at the college level -- are apparently reluctant to be surveyed. For example, one college in the Southwest with a heavy proportion of students from one particular minority group had flatly refused at the start of the project to even allow itself to be included in this study. The college president wrote that the students had voted not to participate. He explained that at his school, students "have been studied and restudied so much that it is beginning to be a joke. We are simply tired of being studied." This is probably why when the student returns came in it was found that a larger percentage of minority group individuals at the college level had refused to fill out the questionnaire than did white students. This factor must also be kept in mind when reviewing the attitudes of minority groups.

Before seeking to analyze the attitudes of selected minority group students qualitatively, it is necessary to re-examine some of the same quantitative data previously looked at in Part II, but this time in terms of race and ethnicity.

I. What -- The Quantitative Findings Viewed in Terms of Minority Group Students

Table 24 compares selected racial and ethnic groups to each other and to all students surveyed to show how many young people claimed they were "very interested" when they were asked in the self-administered questionnaire if they would at all like to work on a full-time basis in a school, college, or some related educational area.

TABLE 24

Proportion of Minority Students 'Very Interested' in Educational Careers

	College Students	High School Students
All Students	40.5%	12.4%
Blacks	54.2	25.9
Indian-Americans	*	17.2
Mexican-Americans	*	35.7
Orientals	35.7	6.5
Puerto Ricans	28.3	20.1
Whites	40.1	15.0

* Data at the college level for these students were not sufficiently large enough to warrant statistical comparison.

It becomes clear that black students at both the college and high school levels express a far greater interest in educational careers than do other students, although at the high school level a significant proportion of Mexican-Americans, Puerto Ricans and Indian-Americans also display strong interest in the field.

It was noted in the previous chapter that even though a high percentage of students claimed to be "very interested" in education when asked about the field specifically, a much smaller percentage listed working in a school or college as a choice when they

were asked to select from a list of 11 possibilities the type of organization in which they expected to start a career after completing school. The same drop in percentages can be seen when the data are examined in terms of racial and ethnic distribution, but even here black students maintain more of an interest in the field than do other racial and ethnic groups.

TABLE 25

Proportion of Minority Students Expecting to Start Their Careers in Education

	College Students	High School Students
All students	27.8%	7.6%
Blacks	33.9	11.9
Indian-Americans	*	6.1
Mexican-Americans	*	0.7
Orientals	19.0	3.0
Puerto Ricans	13.0	8.6
Whites	27.8	10.1

* Data at the college level for these students were not sufficiently large enough to warrant statistical comparison.

What is of some interest in examining the two tables is the fact that compared to the total student population, a much smaller proportion of high school Orientals claim to have a great interest in careers in education.

How minority group students view the pay and prestige of careers in education may offer some clue as to why certain groups -- namely, blacks at the college and high school level and Puerto Ricans at the secondary school level -- express such a great interest in the field. Table 26 compares in terms of race and ethnicity the proportion

of students from each group who felt that the positions of elementary or secondary teacher and of college professor were well paid and had high prestige.

TABLE 26

Minority Students Who Felt Two Education Positions Offered High Pay and High Prestige

	Feel Teachers Are Well Paid	Feel Professors Are Well Paid
All High School Students	8.7%	18.6%
All College Students	3.1	18.5
Black High School Students	19.9	25.6
Black College Students	8.5	28.8
Indian-American High School Students	9.1	27.3
Indian-American College Students	-	-
Mexican-American High School Students	2.7	3.2
Mexican-American College Students	-	-
Oriental High School Students	4.7	7.3
Oriental College Students	7.1	14.3
Puerto Rican High School Students	16.3	17.3
Puerto Rican College Students	4.4	26.1
White High School Students	10.3	25.9
White College Students	2.9	18.4

	Feel Teachers Have High Prestige	Feel Professors Have High Prestige
All High School Students	8.3%	15.6%
All College Students	6.1	36.7
Black High School Students	16.6	15.2
Black College Students	20.3	44.1
Indian-American High School Students	11.6	19.7
Indian-American College Students	-	-
Mexican-American High School Students	1.3	2.3
Mexican-American College Students	-	-

TABLE 26 (cont.)

	Feel Teachers Have High Prestige	Feel Professors Have High Prestige
Oriental High School Students	1.0%	2.7%
Oriental College Students	0	40.4
Puerto Rican High School Students	15.9	12.1
Puerto Rican College Students	15.2	52.2
White High School Students	10.6	23.2
White College Students	5.8	36.5

It begins to become apparent from some of the data in this table that to many black, Puerto-Rican, and Indian-American students a career in education is quite attractive in terms of salary and prestige. That these items are important to them can be seen in the fact that to many of these students the values "making a lot of money" and "aiming for a job my friends think a lot of" have far greater importance than they do to white students or to the student population at large. Although only 29.4 percent of all high school students surveyed had ranked "making a lot of money" as having great importance to themselves, 51.7 percent of the blacks, 39.6 percent of the Puerto Ricans, and 42.4 percent of the Indian-Americans rated this value as of great importance. Similarly, although 10.1 percent of all high school students had ranked the "prestige" value of great importance, 16.6 percent of the blacks, 16.9 percent of the Puerto Ricans, and 14.1 percent of the Indian-Americans rated that value so highly.

The survey data also reveal that minority group youngsters tend to see the purpose of education somewhat more in practical or personal terms than do other students. For example, when asked what role of education in society would be most desirable to them to entice them into the field, many minority group students select an educational system designed to build a new, improved world, just as do other students. But at the

same time, a higher proportion of them also select as desirable to themselves entering an educational system that teaches young people to learn practical skills and an educational system that helps young people to achieve greater personal happiness.

II. Why - A Qualitative Analysis of Minority Group Student Attitudes

Based on these data and taking into account some of the opinions and values expressed by minority group students in the personal depth interviews, what are some of the reasons why minority group youngsters tend to display such respect for education and why is it that some groups -- e.g., blacks, Puerto Ricans and Indian-Americans -- seem to express a greater interest in the educational field than do others -- e.g., Orientals and Mexican-Americans? For the minority group students we studied, the following general trends or patterns of explanation can be discerned:

1. Many of the minority group students we personally interviewed value education so highly because they see it as an essential vehicle for their own advancement in society. For some, going into the educational field is part of this advancement process; for others, simply getting a sound education is enough.

Education holds the key toward bettering their station in life for most of the minority group youngsters we talked to. When they were asked how optimistic or pessimistic they were about career opportunities in the United States, many of these young people replied that the opportunity for advancement in society was clearly there, so long as a person got a proper education.

Many of these young people were obviously sensitive about the fact that in the past members of their particular race or ethnic group had been held back because of skin color or cultural background. Society had in effect predetermined and limited their career options. The majority of these students, although acknowledging that prejudice

still exists in the country today, contended that with increased educational opportunities for minority groups the possibility of career choices being arbitrarily selected for them by society was much less today and would be even less in the future.

Since education is so important to these students, the position of educator also takes on tremendous importance. So much so, that for a few minority group students the question as to whether to enter the field takes on a slightly different format than it does for many white students. Instead of asking themselves, "Is a career in education good enough or important enough for me?", some minority group youngsters ask, "Am I good enough for a career in education?" For example, a Mexican-American student at a Southwestern college who was considering the possibility of going into education, said: "I may eventually teach, but it wouldn't be for quite a while, until after I had matured. You have to be sure of yourself before you can teach."

This feeling that they might not be good enough for the field seems to be one of the reasons some of the Mexican-American students we interviewed were not seriously considering going into education. For some of these young people, particularly those who still speak Spanish far more fluently than they do English, this cultural gap appears to give them the impression they are not yet quite ready to go into the field.

Many of the blacks and Puerto Ricans we interviewed are somewhat more forthright in their feelings though they obviously also have tremendous respect for both the field and those in it. A black student at an urban community college in the East, for example, saw a career in education as having tremendous "status" and viewed teaching "as a very worthwhile profession." Another black, this one a senior at a predominantly black college in the South, felt that a career in education was a "far more prestigious occupation in the black community than it is in the white." One black college co-ed who was anxious to teach English at the college level, declared: "The advancement of society

is important, and I think that teaching is the best way to do it." A number of Puerto Ricans who were interviewed spoke in a comparable fashion about the profession.

Although many Indian-American students who responded to the self-administered questionnaire had expressed a strong interest in going into education, those who were interviewed in person displayed a surprising lack of knowledge of the field and seemed generally to have little serious interest in it. When they were questioned at length, it became apparent that for many of these students there was a sharp gap between the cultural world in which they personally lived and the cultural world of the school.

Many of the Oriental students we interviewed tended to look down somewhat on the importance of elementary and secondary education, but clearly placed great value on higher education. This can be seen as well in their attitudes toward educators at the two levels. In responding to the self-administered questionnaire, for example, not a single Chinese or Japanese student thought an elementary or secondary teacher had high prestige, although more than 40 percent did feel that college professors had great status. In the personal interviews, a number of Oriental students indicated that getting a sound education was most important to them, but not going into the field. These students preferred going into scientific or technical fields which they felt had greater prestige than did education.

2. Although many minority group students we talked to see great value in education and a number expressed a desire to enter the field, a large number of them are just as anxious to see changes made in the educational system as are other students in the population at large. Some blacks and Puerto Ricans claim they won't enter the field unless more freedom and flexibility is introduced into the system. Some are turned off because of the field's rigidity and lack of innovation. The difference between some of the minority group students and the total student population is that although both want

changes made, for some of the minority group young people education and educators have a greater overall importance; thus in their eyes if changes are made society will be that much better off for it.

What disturbed a Mexican-American student from a college in the Southwest was that education in the United States doesn't effectively develop an intelligent, creative, imaginative human being. "Most schools do not accomplish that. Most teachers hand out knowledge which kids absorb like a sponge. Teachers don't give the opportunity to question things, to criticize. They are authority figures. Students should be learning to react to life." This student said before considering a career in education he would like to see the schools play the role of not only maintaining the best values of the present society, but also helping to build a new, improved world. "Education is an agent for social change," he said. "As you learn and understand, you begin to develop new ways for changing the world for the better."

Another student, this one a black co-ed at a college in the Northeast, said she was turned off by a career in education because of the rigidity of the existing system. "They should give teachers much more freedom and leeway than they do," she said. "More people have got to realize that the only effective way to interpret the role of the teacher is as an individual helping future generations on the right road to building a better society."

A black girl at a high school in the South said that she was not interested in going into education because in its present form it wasn't challenging enough. She said that a number of her friends were considering careers in education because they felt this would allow them "to contribute to society," but she claimed she wasn't that optimistic -- unless radical changes were made in the schools she did not see how in its present organization it could work effectively to improve society.

3. A few of the minority group students we personally interviewed --primarily the blacks -- are turned off from careers in education because they see the schools as perpetuating racism. Some, particularly those in the urban ghetto, are disturbed about the physical condition of the schools they attend and express unhappiness because they feel that the quality of education that they receive is not as high as that received by white students.

The majority of black students we interviewed did not discuss at any length the issue of racism. Some did, as we noted earlier, allude to the fact that in the past members of their race had been held back in occupational opportunities because of prejudice, but these students generally seemed optimistic in outlook and contended that in their generation the opportunities for students of all races and ethnic groups would be greater than they had been in the past.

Those few who did speak out, however, were usually quite vehement in their outlook. They tended to complain about what they labeled as the "white-oriented" schools and they expressed great disappointment with the physical facilities in which they were learning. One girl at a predominantly black school in a ghetto in the Northeast was particularly hard on her high school's guidance counselor, who she claimed is "trying to send all of us black students to second-rate black colleges." The girl said she was "fed up with education" in the United States and contended that foreign education was far superior to education in this country. She claimed all she was getting out of school was "learning how to survive."

At other predominantly black institutions, several students complained about the quality of the black instructors, and claimed that they were far poorer teachers than were several of the whites on the faculty. Those students who expressed such vehemence on the question of race made it clear that only an extremely radical reform of the schools could possibly interest them in the field.

The Bright Student

The findings from the self-administered questionnaire indicate that college students with high scholastic grades expressed a greater interest in careers in education than did all of the other college students who were surveyed.

At the high school level, however, the reverse was true. Students with good marks claimed to have less of an interest in educational careers than did others. However, this seems to have been because secondary school students with high grades appeared to have been much more reluctant to commit themselves on the question of going into education than was the case with the bulk of the other students.

In the personal interviews with both college and high school students, it was found that students feel that the bright students they know -- those who have high marks or who are academically or intellectually oriented -- tend to be favorably disposed toward educational careers, but that the creative students they know -- those who are innovative and original in their thinking and actions -- tend for the most part to be turned off from careers in education.

These are some of the major findings relating to bright students which will be explored in more detail in this chapter.

Focusing on the bright student, finding out his particular attitudes toward careers in education and why he holds them, was the single most difficult problem in this study. This is because no one is quite certain how to define, or identify, the bright student.

Tests to measure student achievement or ability have come under countless attacks in recent years, as have grading systems and other devices that have been developed to try to differentiate between individuals in terms of their brightness, their intelligence or their creativity.

In fact, the argument is often advanced that it is practically impossible to measure something so complex and sometimes so intangible as intelligence or creativity. In an address he made at a national conference on creativity last year, J. P. Guilford, director of the Aptitude Research Project in the Department of Psychology at the University of Southern California, said (1970:36):

> The use of any composite score to indicate the amount of creative talent a person has is to be questioned seriously, for research purposes at least, and the same restraint should be applied to the use of a composite score for intelligence. Any such composite reflects only the abilities represented by it, so that IQ composites from different scales differ somewhat in what they represent. No one has ever measured all the intellectual abilities of individuals in deriving IQ's, nor has anyone even measured all the divergent-production and transformational abilities in order to derive a completely representative score for creative potential.

If it is so hard to measure intelligence and creativity, how is it possible to focus on any one particular group of persons and label them "the bright students," or "the intelligent students," or "the creative students"? And why bother doing it if there is so much uncertainty attached to the whole procedure? In this project it was deemed essential to at least try to focus in some way on the so-called bright students because of a major image problem which the field of education has had for years and which is referred to in our review of previous research (Appendix A) --the persisting notion that the brighter or more creative young people tend to avoid education even though education is viewed as an "intellectual-type" profession.

All research studies must be carried out within certain clearly defined limits, taking into account various considerations such as methodology, budget and time available. Because of these factors, it was decided in this study to focus on brightness in two ways: In the self-administered questionnaire by self-evaluation on the part of the students surveyed,

and in the personal interviews by asking all of the students to give their impressions of the types of careers the brighter or more creative students they knew were entering, and why.

What -- The Quantitative Findings Viewed In Terms of Bright Students

As part of the self-evaluation, students in the self-administered questionnaire were asked to rate themselves in terms of their rank in class (e.g., top 10 percent, top quarter but not top 10 percent, second quarter, third quarter, lowest quarter, and Don't Know) and in terms of their current grade point average (i.e., A, B+, B, B-, C+, C, C-, D, F, and Don't Know).

Obviously, whenever individuals are asked to rate or classify themselves, there is a tendency to over-rate or to over-classify; thus, we are almost certain to end up with a higher percentage of students who think they are "A" and "B" students than actually are. This factor must be kept in mind in reviewing any of the data relating to students and their grade point averages.

Because grades are a possible measure of brightness -- although not necessarily the best measure nor by any means the only measure -- we compared those students who rated themselves as "A" or "B+" students to the rest of the young people we surveyed, who rated themselves as "B" or below. It may very well be that those students with the higher grade point averages are not at all brighter than the others, but are only more studious. Even accepting this possibility, it was felt there might be some interest in knowing how students with higher marks compared to all students in terms of interest in educational careers.

Table 27 compares in terms of interest in an educational career those students in both high school and college with "A" and "B+" averages -- the high mark students -- to the total student sample:

TABLE 27

How Interested Are High Mark Students in Educational Careers, by Grade Level?

	"High Mark" H.S. Students	All H.S. Students	"High Mark" College Students	All College Students
Very interested	7.8%	12.4%	46.3%	40.5%
Mildly interested	9.5	15.5	27.0	28.8
Not really interested	12.2	23.6	21.3	23.2
Definitely not interested	6.1	14.9	4.5	6.6
No answer	64.4	33.6	0.9	0.9

At the college level, when all students are taken into account, it is found that two out of three have either a mild or a very strong interest in an educational career. Yet when the college students with high grade point averages are examined separately, it is found that almost three out of every four are now interested in a career in education.

At the high school level, what is most interesting is not the fact that a lower proportion of students with "A" and "B+" averages are mildly or very strongly interested in education compared to the total population, but rather that almost twice as many of these high mark students (64.4 percent) refused to answer this particular question, compared to the proportion of all students who ignored the question (33.6). This refusal to answer the question, coupled with the fact that a smaller proportion of them than all students claim no interest in the field, leads one to suspect that it is not so much that the high

school students with high grades are actually turned off from careers in education as it is that they are just not yet ready to announce any formal or informal commitment toward the field.

It was noted earlier that just because students, when asked specifically about whether they would like to enter the education profession, express some interest in it does not mean that they are necessarily planning to enter the field once they complete their schooling.

It will be recalled that when all college students were asked in which of 11 different organizations they expected to launch their careers, only 27.8 percent replied in a school or college, even though 40.5 percent had said elsewhere they would be "very interested" in a working on full-time basis in a school, college or some related educational area. For the college students with high grade point averages, the same drop in proportion is apparent, this time from the 46.3 percent who would be "very interested" in education to 32.5 percent who expect to enter the field following graduation.

There is a similar drop for the high school students. Of all of the high school students, 12.4 percent said they would be "very interested" in the field, but only 7.6 percent actually expected to enter it following school. For the high school students with "A" and "B+" averages, from the 7.8 percent who were "very interested" we now find a drop to 5.1 percent who expect to start their careers in education.

The college students with high grades tended to feel that school has been more helpful and useful to them than did the total college population. Forty-seven percent found school very helpful, compared to 42 percent of all college students. For the high school students, the situation was again reversed. Of the students with high marks, only 17 percent felt school had been very helpful compared to 29 percent of all secondary school students who had rated what they had learned in school as very helpful.

There was one significant area where both the college and the high school students with high grade point averages were in agreement: both sets of students ranked higher than had the total population the desire to see an education system that is designed to build a new, improved world as an important prerequisite to their entering the field. Almost 60 percent of the high school students with "A" and "B+" averages (compared to 51 percent of all high school students), and 53 percent of the high mark college students (compared to 50 percent of all college students) indicated that for them to be tempted to go into a school or college career, education should satisfactorily perform a role in which it seeks to make some changes for the betterment of society.

Table 28 compares attitudes between the high grade students and all students on the role of education they would ideally like to see in operation before they entered the field:

TABLE 28

High-Mark Student Views of the Type of Educational System They Would Most Like to Enter, By Grade Level

	"High-Mark" H.S. Students	All H.S. Students	"High-Mark" College Students	All College Students
A system to insure the maintenance of the ideas, beliefs and values of the present society.	11.6%	7.2%	0.7%	0.6%
A system to help young people to change society and build a new, improved world.	28.6	24.2	10.1	11.5

TABLE 28 (cont.)

	"High-Mark" H.S. Students	All H.S. Students	"High Mark" College Students	All College Students
A system that not only maintains the best values of the present society, but helps to build a new, improved world.	30.7	26.9	43.1	38.8
A system to teach young people to learn practical skills and knowledge to get and hold a satisfying job.	14.7	16.9	4.2	5.6
A system to help young people to achieve greater personal happiness and self-fulfillment.	7.1	12.5	26.2	28.2
None of these	4.0	6.6	13.4	12.9
No answer	3.3	5.7	2.3	2.4

Why - A Qualitative Analysis of Bright Student Attitudes

To better understand the data and to put them in proper perspective, we need to draw on the findings of the personal depth interviews. In the personal interviews, the emphasis was not on grade point averages or even on any self-evaluation of how smart a student thought he was. Rather, all students -- bright, average or dull; creative, ordinary or unimaginative -- were asked to state the career preferences of the brighter or more creative students they knew, and to state why they thought they had these career goals. In addition, they were asked to state if they felt careers in education were attractive to the really bright or creative students they knew, and if so, why, or if not, why not.

Thus, the only measure of brightness or creativity used in the personal interviews was the image of who constituted the bright or creative youngsters that was in the minds of the students being interviewed. Drawing on these impressions and relating it to the data, the following general trends about the attitudes of bright and creative students toward careers in education emerged:

1. A number of students whom we personally interviewed distinguished in their minds between the bright students -- those whom they saw as intellectually or academically-oriented--and the creative students -- those whom they saw as innovative and original thinkers. To these students, the bright youngsters were seen as interested in careers in education because such a precise, intellectual-type profession seems well suited to precise, intellectual-type minds. The creative youngsters, however, were seen as not interested in careers in education because a somewhat restrictive school system is not set up to handle a free-thinking and original mind.

To some respondents, the bright students are the ones who get the high marks, who are bookish and intellectually oriented. To these respondents it would come as no surprise that of the college students with high marks, three out of four expressed an interest in a career in education. Education, in the eyes of these respondents, is an almost natural field for bright students to enter.

As one college co-ed from a Southern university put it: "An educational career has to be attractive to the brighter students, because of the intellectual stimulation it would give them."

Creative students, on the other hand, are not interested in educational careers, these respondents hold, because the creative people aren't interested in books and marks as much as they are in free expression and originality. "The creative students are our future artists, poets, musicians and scientists," was the view of a black

high school co-ed from an urban ghetto. "These people are more interested in self-expression than in education."

2. Bright or creative students are seen by some respondents as far more open-minded or flexible about career possibilities than are other students. The bright are keeping their career options open; they are not yet commiting themselves, either because they see society in such a state of uncertainty that they have not yet decided which way to go or because, being bright and gifted, they can afford the luxury of waiting longer to make a final decision.

A large number of the students whom we personally interviewed viewed the bright or creative young people they knew as undecided about career preferences. At the college level, respondents talked of the bright students as the ones that were dropping out of school, the ones who were selling jewelry or beads as they sought first and foremost to find themselves and their place in society before making a specific career commitment. At the high school level, many respondents talked of the bright students as worrying only about the type of college they would be entering or the subject area in which they might be majoring, rather than making specific career decisions.

One college sophomore, when asked about the career preferences of the brighter or more creative students he knew, replied: "The brightest and wittiest guy I know has dropped out of college, because it has all become so irrelevant to him. He's living up in the hills right now. I don't know how long he'll stay up there. Oh, I guess he'll have to come down eventually. He's too bright a guy. He'll have to go into some career eventually. But right now I don't know what career he's thinking of, and I'm sure he has no idea at all himself."

Note has already been taken, in referring to the data (Table 27), of the large proportion of high school students with high grade point averages who refused to answer a number

of questions in the self-administered questionnaire relating to career choice or commitment. It becomes clear from personally interviewing a number of bright high school students that many of these young people have simply decided to "hang loose" for a while and to put off specific career plans. For some of these high school students, the luxury of waiting on career decisions is really no problem; they still have college ahead of them and thus can afford to delay a career choice.

A few college students we interviewed have found a comparable "out" to justify the delay in making a career choice. That rests in going on to graduate school. Some of these students spoke of going on for their master's degree or the Ph.D., doing further exploratory work in the one or two fields of interest they had and then, based on what they found from extended further study, coming up with a more definitive decision on what career to enter.

3. Some of the brighter students are seen as turned off from careers in education, because such careers are not seen as intellectually challenging enough for them. Many respondents felt that if bright students do go into education, it will only be into higher education, because it is only at this level that the minds of these young people can really be stimulated and challenged.

This explanation offers a clue as to why the statistical data collected in this study--and in past studies -- show such a heavy interest in educational careers on the part of college students, but a much smaller interest on the part of high school students (Table 27).

Many college students we personally interviewed tended to talk of education as a career far more in intellectual terms than did high school students. This was obviously because when they were thinking of education, college students tended to think of that form of education in which they were presently members -- namely the higher

education level. They therefore could see some intellectual rewards from going into the field, but only at the higher education level.

Many high school students whom we interviewed, however, tended -- obviously enough -- to view a career in education only from their limited vantage point -- namely, what it looked like from the high school level. Instead of viewing a career in education from an intellectual standpoint, many of these secondary school students viewed a career in education only as "babysitting on a grand scale" or "as an exercise in discipline."

Thus, from their somewhat limited or confined perspective, education as a career just does not look that good to many of the high school students. Their only familiarity with the field was what they saw at the elementary school level, where what became important was the notion of great patience that the teacher had to have to deal with little children; and what they saw at the secondary school level, where the importance lay in a teacher being a good disciplinarian. From this vantage point, it is easy to understand why some high school students view careers in education as chiefly "for the dumb kids," because they see no real possibility of intellectual gratification.

At the college level, the almost opposite thing happens. Because they are in a predominantly intellectual climate, suddenly college students can view the educational profession only in intellectual terms, and thus only in terms of the bright students possibly going into higher education.

Thus, the pattern that develops on the part of many young people is to view the career paths of bright students primarily in terms of intellectual fulfillment. For some of the high school students who see education only from a babysitting or disciplinary viewpoint, their strong feeling becomes that bright students they know definitely don't want education as a career because it offers them no intellectual gratification. For some of the college students, the only possible career preference for bright students

is at the higher education level because, again, that is where the intellectual stimulation can be found.

As one young college co-ed put it: "Higher education demands so much more from the professor or the administrator. Other grade levels don't have the intellectual challenges that college does. It is for this reason that the only type of career in education that the bright kids could possibly want would be at the college level, or higher."

4. Some of the bright students are seen as turned off from careers in education because of a feeling that the field does not have high enough prestige or offer attractive enough salaries.

It was noted earlier in the section on student general career orientations how many of the young people we personally interviewed felt that the bright or creative students they knew tended to enter the fields that were the hardest to get into and had the highest prestige. One student had told us: "The bright kids? They go into the careers that have the most prestige and offer the most money. It's obvious where they go."

Many of the students we interviewed stretched this argument to explain why it is the bright don't go into education. As one college student at a school in the Southwest noted: "The bright usually go on to things that will get them more money. Education doesn't offer the money. That's why the bright don't go into it."

Another student, this one attending a parochial secondary school, declared that the "bright students all end up getting scholarships and go on to sophisticated fields. The smart people can do better. Basically, everyone wants money. So do the bright kids. That's why they avoid education."

Many students also talked of education not having enough status for the really gifted to seriously consider it.

In this regard, some students took the tack that the brighter young people can't seriously consider education because they are too wrapped up in themselves. "The bright students are more interested in developing their own careers than those of others," was the way one high school student put it. Others claimed that to be a good educator requires a sincere effort to give of one's self to others, and that this was an element missing in many of the bright or gifted students whom they saw as more concerned with their own personal interests.

5. Some of the bright students are also seen as turned off from careers in education because they do not regard the field as flexible and innovative enough, and thus they do not see the field as an effective vehicle for social change or social improvement.

A number of students complained that the single factor keeping many of the bright young people away from education was their rejection of the excessive restrictions that the present educational system places on the teacher and on the pupil.

Some of these young people took the view that bright students they knew would very much like to go into education if they could be convinced that the field had the potential for changing society. One community college student in the East said, "So many of these kids are awfully dissatisfied with the quality of the education they themselves received. They would love to go into education and do things different and better. But they're not sure they'd be given that chance. And so they keep away from the field."

Other students pointed out that the bright young people they knew who were going into education were choosing either private schools (such as the Montessori school), "free schools," or college-level teaching, because these were the only places where they felt they had the freedom and flexibility "to do what they want to do."

These comments help to explain why, when responding to the self-administered questionnaire (Table 28), so many of the high school and college students with high

scholastic grade point averages had indicated that to entice them into the field it would be necessary for education to play more of a role as either a system that helps young people to change society and build a new, improved world, or as a system that not only maintains the best values of the present society, but also helps to build a new, improved world.

IV. GENERAL ANALYSIS AND DISCUSSION

Throughout this study we have been aiming toward a better understanding of — the "whys" of young people's attitudes toward careers in education. As a first step in that process we examined, in Part II, what it was young people actually felt about education and occupations. In Part III, we presented the "whys" that students themselves offered to explain their particular views and opinions.

What follows in this, Part IV, is a synthesis of all of the various inputs into this study -- the results of previous research, the findings from the quantitative data, and the information obtained from the qualitative depth interviews -- viewed in the context of the times to pinpoint meaningful clues that explain why youths actually hold the attitudes they do.

These clues or explanations of the whys cannot, of course, be set forth in quantitative terms. No percentages of even relative importance would have meaning. Rather, these clues must be seen as representing the professional interpretation and judgment of the top researchers in this project, based on their understanding and evaluation of the study's inputs, as well as on their awareness of trends relating to youth and education that comes from their own familiarity and regular involvement in these areas.

Thus, these clues provide insights into significant attitudes and values held by appreciable segments of youth on specific matters. And they provide a much better feel of student attitudes on pertinent subjects than mere facts, as well as the basic understandings required for building an effective career information program designed to give information about the occupation to those who might most benefit from careers in education.

Basic Themes

1. PREOCCUPATION WITH CHANGE: This is a basic element in the attitudes youths bring to bear toward careers. They are anxious to change and improve society. They see their careers as a mechanism for doing this.

Two factors prevalent in today's society appear to be having a significant impact in helping to shape students' attitudes toward education, careers and the future. These are the recent social conflict in the country and the development of a new counter-culture.

From this study, it becomes clear that youths often view this nation as being in persistent social conflict. To these young people, as they passed during the 1960s from their childhood years to their teens, the country has been agitated by confrontation politics, and seemingly polarized into distinct, opposing camps on numerous issues of social concern.

The young we talked to consider that the social conflict of the sixties -- which often has turned into riots, violence, fire and even death -- began at the start of the decade with the issue of race, but quickly involved such other key issues as academic freedom, rebellion against overly mechanistic and technocratic elements in society, the issue of peace and the Vietnam War, the question of the social responsibilities of the corporation, the concern over consumerism, and most recently, the problems of ecology.

Youth knows that more often than not, the battleground for this social conflict has been the campus: starting in the South in 1962 with race riots at the University of Mississippi, moving West in 1964 to the rebellion at the Berkeley campus of the University of California, then East in 1968 to the bitter confrontation at Columbia, and finally

culminating in the Midwest in 1970 in the tragic death of four students at Kent State University.

Many of these students have themselves been a part of, or in-person witnesses to, the turmoil and social conflict. Thus, as these high school and college students begin reaching maturity and start planning their careers and futures, this awareness of social conflict and change has carried over into their attitudes toward the jobs and careers that might eventually evolve in the future.

Similarly, the various inputs into this study indicate an acute awareness on the part of today's youth about the development of a new counter-culture, or, as it is sometimes called, a "new consciousness." Although not all of the young by any means hold to the new set of values and beliefs that are developing, various elements of the new counter-culture are seen in the comments and attitudes of differing students.

Some of the young are reluctant to accept on faith or by parental authority the values of the older generation. For some, there has emerged a questioning spirit and a desire to learn from experience, even if it means almost reinventing the wheel. Coupled with this new spirit has been a rejection of materialism on the part of others and the development of a new idealism in which serious strivings are made to try, almost overnight, to right the various wrongs of society.

There has also often come a rejection of rationalism, a search for a new spiritualism to be found in either the mystical religions of the East or in the hallucinations of drugs, and a greater concern for the needs of the individual. What becomes most important to many of the young is a search for individual self-fulfillment and self-happiness.

This type of a new culture -- described for example, in the writings of

Theodore Roszak (The Making of a Counter Culture), Kenneth Keniston (The Uncommitted Philip E. Slater (The Pursuit of Loneliness), and Charles A. Reich (The Greening of America) -- contain elements of a total commitment to one's self. For some of the youth, such a life style built on emotion rather than reason leads to a cynical look at society's occupational structure and to an unwillingness to mobilize psychologically for life in the professions, government, and the business world.

The impact of these twin factors -- social conflict and the new counter-culture -- on the thinking and feelings of young people today is in the tremendous disillusionment so many hold toward the existing elements of today's society. They are often suspicious of the world around them. They clearly want to change things and to build a better world. For the more creative and bright youngsters, this seems to be even more important than it is for the average.

Young people seem to want a society that places greater emphasis on "humanitarian" and "socially-useful" values. They claim that they are far more sincere about this desire than were previous generations.

When they explain their interest in certain careers, many of the students tend to talk of these careers in terms of the overall needs of society and of the improvement of the world. This is not to pretend that for many of them, self-interest is not at work. It definitely is. The young students we interviewed are often very concerned about self in their outlooks -- they want a career that will give them an adequate salary, that will give them prestige, and that will give them personal success.

Yet, at the same time, the image of careers is very important to them in terms of the social-usefulness of careers. They have come to believe that one element of personal happiness and personal success is to have a career that in some way becomes

a constructive vehicle toward building a new and better world. And, when it comes to the creation of something new and better, the young people want to be in the forefront of this newness, they want to be actively involved in those careers that they are convinced will bring about this change. Thus, they want careers that do something for society. They want careers that they can view in positive and constructive terms. They want careers where they can see changes being made, or where they are convinced they will have a role to play in seeing that changes are made.

2. CAREER FLEXIBILITY: Despite what they may sometimes say about career preferences, there is a distinct flexibility on the part of youth toward career possibilities. Even when they specify a choice, they often indicate it is not necessarily their final or even their only choice. Their flexibility stems in part from both the social and the economic uncertainties of the times.

Even when they express a preference for one career over another, many of the young people we interviewed appear to be keeping their options for the future open; they are remaining loose and flexible. The economic uncertainty of the times seems to be a key reason.

Students we interviewed are clearly aware of the economic problems currently facing the nation. They know that jobs are scarce. They know that young people are hardest hit. They are aware that for college graduates a diploma is no longer a guarantee of a suitable job. They are familiar with stories such as the one in Time (1971:49) which reported that at 140 colleges and universities, within a span of only one year, job bids for men graduating with a bachelor's degree had dropped 61 percent, while offers for Ph.D.'s had dropped 78 percent.

They know that jobs are just as hard to get for high school graduates, as

The Wall Street Journal (1971:1) pointed out when it quoted a government labor economist as describing 1971 as "the hardest year in a decade" for high school graduates hunting for jobs.

And the awareness of the economic uncertainty is not just on the part of those young people close to graduation. With jobs scarce, particularly in certain fields such as engineering, science, and mathematics, many students still in school are beginning to reassess their career goals.

During the field work for this particular study, for example, there were several instances where our interviewers read newspaper stories of teacher layoffs in local school systems on the same day they asked selected students about their possible interest in educational careers.

It is no wonder then, that the economic uncertainty of the times was affecting the views of those students being interviewed.

The young, particularly those still in college, are very worried, especially when they hear of college graduates unable to land the jobs they want. Many of the young people we interviewed did not always say so directly, but implied that it was extremely important for them to consider several career possibilities, so they would have a backup choice in case their immediate choice did not work out, for whatever reason.

Some of this flexibility in thinking on the part of the young also is traceable to the social uncertainty. Students implied that they are not always sure which are going to be the really important careers to have in the future. They, therefore, are reluctant to commit themselves permanently. In other words, for both social and economic reasons, many of the young seem to be playing a watching and a waiting game

concerning their careers and their future.

3. DOUBT ABOUT EDUCATION: Education is seen as an important career by many of today's students and as a career which has the potential for being an effective instrument for bringing about constructive social change. Yet, many students are not certain whether education can live up to this potential. This is one reason why some students are reluctant to consider the field.

There is a particular factor apparent in today's society relating specifically to the education profession that appears to be having a major impact on the thinking and feeling of young people. That is the uncertain status in this country of education itself.

The young people we talked to are acutely aware of the fact that education in America today is now being sharply scrutinized and criticized. This is not to say that most high school and college students are thoroughly familiar with Charles E. Silberman's Crisis in the Classroom, nor that they have even heard of such provocative works on education as Robert Nisbet's The Degradation of the Academic Dogma or Ivan Illich's Deschooling Society -- although some we interviewed make it very clear they are indeed aware of books such as these.

But, just by listening to their parents and peers and by watching their teachers in action, students quickly recognize that the whole fabric of the educational structure in the United States is currently under attack. They know, for example, that some of the seemingly unchangeable traditions of academic life -- such as dress rules, codes of conduct, and course offerings -- can indeed be changed if student and societal pressure is great enough.

They know that while schools become more crowded and run out of money,

people more and more are voting down budgets designed to pay for the increased costs of education. They know that society is unhappy with its schools when they hear of plans to make educators more accountable for what they teach, and of other plans to allow students to "buy" the exact type of schooling they want through education voucher systems. In some communities, they know of the failures of the sc¹ ols when they sometimes see students who drop out getting better jobs than those who graduate, or when they discover that the skills they have learned in school no longer have use in the real world.

Finally, they know of the prcblems of the schools when they see student assaults on teachers, parental demonstrations against teachers or principals, and teachers on strike against school boards. All of these things, so common in the media today, are having a decided impact on student thinking. In fact, this educational confusion of the times appears to be a major reason for the hesitancy of some to express a preference for a career in education.

Many of the young today would like to have some idea where education is going before they declare themselves for the field. They also want to know something about the availability of educational positions.

These students acknowledge that education has an important role to play in society. They further acknowledge that it can be a potent force in improving society and enriching life. Yet, they are not certain whether education can ever meet that potential. Many students make it clear they do not feel education is now living up to the potential they would like to see it live up to. This can be seen in the differences between their ideal of the purpose of education in society, and what they see as the actual function of the schools today.

The big question mark is whether students think that education can ever change to fit their ideals. A number of students claim they would seriously consider the field if it did indeed serve the function they wanted: namely, improving society and building a new world order. Yet students are divided over whether this will actually ever happen. Some are so disillusioned toward society and the existing educational system that they doubt such changes will ever come. Others think such changes will come with time.

But the educational confusion of the times seems to leave many of these students in doubt. For some, since they are not quite certain where the field is going, it is almost as though they have decided to wait in the wings to see what happens before commiting themselves. They are hoping that a new function for education will come into being, and if it does they might seriously consider the field for a career. But if the changes they are anxious to see do not come about, then they probably will not want to enter the field.

4. EDUCATION IMAGE IS BAD: When it comes to recruiting young people to careers in education, it seems that for many of the young -- particularly those who are bright and creative -- education in some ways becomes its own worst enemy. Many students are seemingly turned off from education because of the image they get of the field at first hand as recipients of the educational process. Put simply, they don't like what they see close up.

Educators are the people who are charged by society with trying to develop the potential of the young for the future, for shaping them so they can function effectively in the world. It is educators who, to some degree, have to "sell" the future and past benefits of society to the young. And yet, it is educators who, at least to the young

people interviewed in this study, seem least able to effectively "sell" the future and past benefits of their own career to the young.

The image that is conjured up in the minds of students by the educators themselves and by the profession turns many young people off from the field. Many youth are dissatisfied with their counselors and with the advice they receive from them on careers. A number are unhappy with what they see as the unprofessional conduct of teachers. And, even the greater majority, youths who are favorably disposed to their teachers and can sympathize with their problems, tend to see those in the field as victims of a cold, impersonal, restrictive, and unimaginative educational system. Young people who are often predisposed to see virtues in the "ideal" of education and in what it could potentially be, are often turned off from entering the field because of the negative impressions they get of the "reality" of the field as they see it at first hand.

In this study, the impression was left that a number of the bright or creative students tend to view careers in education from this perspective and are turned off from the field. It appears that it will take a more positive image of the field to turn many of these young people on.

5. MINORITY INTEREST HIGHER: There is an obvious difference in the range and intensity of feelings toward careers in education -- even on the part of those who express an interest in the field -- among the varied sub-groups that constitute the youth culture. Minority group students, for example, tend to have a greater interest in school careers than do many white students. Yet even when members of both groups do express an interest, the reasons they give are often quite different. Accordingly, youths indicate that when they are talked to about career possibilities, they want the discussion to reflect as much as possible their own personal interests, feelings and vantage point.

Numerous young people express a possible interest in careers in education, but they give varying different reasons for doing so. For example, as this study pointed out, many minority group youths -- particularly blacks, Puerto Ricans and Indian-Americans -- who express a desire to enter the field indicate they want to do so because they see it as an opportunity for upward mobility and social advancement. A number of whites, on the other hand, said they wish to go into education because it is an intellectual-type career in which they might feel comfortable.

Comparable differences are apparent from talking to students of different sexes. For many young women, the appeal of the field rests in the opportunity to be personally helpful to others, particularly caring for and watching over children. For many young men, the appeal of the field rests instead on an opportunity to be helpful to society and to be instrumental in seeing that constructive social changes are being made.

Young people do not always say so directly, but it becomes clear in probing beyond their particular views and opinions that it is extremely important to them to discuss and look at careers from their own particular vantage point. This stems in part from their distrust of the thoughts and actions of their elders, and conversely becomes one apparent reason why so many of them in the personal interviews tended to dismiss as irrelevant or unnecessary the advice or counsel of others when it came to making their own career choices. It is also an explanation as to why they tend to hold in such low regard the suggestions of their school counselors. The young need to start with themselves and to have the job world examined from their own perspective, or from that of their peers.

This was one of the reasons, of course, that the open-end, depth interview technique was utilized and given such great stress in this particular project. It was to ob-

tain different shades of meaning and interests, often so subtle that they could not be clearly discerned from a self-administered questionnaire.

One student who answered the self-administered questionnaire, but who was not personally interviewed and who did not know that personal interviews were a part of this project, was highly critical of this particular study because he thought we were relying only on a written questionnaire for our total data and that we were not considering the personal interests and thoughts of students.

"I'm sorry," he scribbled on the front of the questionnaire which he mailed back, "but I'm tired of condensing and packaging my mind for questionnaires and standardized tests that want only one answer please. My intellect is already small enough, sir -- I suspect that yours is, too -- without pounding it further to fit it into your homogenized, standardized, objectified, computerized pattern. Let me offer an example. Several times in the past four years, concrete issues have arisen at my college that have forced me -- or induced me to force myself -- to think about what American higher education is doing, and what higher education should do. I have spent hours, sir, on this one, and believe me it is a tough one. Yet you ask me to check a one-sentence statement, or write in a little sentence of my own. Just how impersonal can you be? I am a human being, sir. You can fold, and I will tolerate spindling, but you must never mutilate my mind. It is sacred, and it is mine."

It becomes clear that there can be tremendous advantages in knowing more fully and precisely the various shades and intensities of feelings of differing young people and differing sub-groups of students, particularly when it relates to education and careers. This is an area where even further research, using for example, multi-variate analysis of statistical data, could be of value.

6. PERSONAL TOUCH REQUIRED: The approach that young people tend to take toward anything as important to themselves as a career is a very personal approach. Accordingly, it was found that when it comes to considering and weighing career preferences, students place great stock on personal communication. They indicate that the best way to recruit youth for careers is on a personal basis, through human interaction. Rather than being only subjected to specific media presentations, most would prefer an opportunity to discuss career possibilities with experts from the particular fields.

As part of the interview, young people were asked to offer suggestions on how the education profession might best interest students in education as a career. Many students saw great value in the development of new films, booklets, brochures and the like to better publicize the field. But at the same time, the general feeling emerged that as helpful as these media might be they could not quite compete with the effectiveness of personal or human interaction.

Youth made it clear that they want to discuss the field with someone in person. They want the opportunity for personal communication, a chance to discuss all aspects of a given occupation with well-qualified representatives of that profession.

Youth indicated that they need to be given the opportunity to ask questions relevant to their own particular needs and interests. In this regard, a related factor emerged from this study. That is that in the course of engaging in personal exchange with someone other than a peer, students sometimes begin to make discoveries about interests of their own about which they apparently have not even been fully aware.

Thus, a detailed examination of the attitudes of the 400 persons in this study who were interviewed in person, compared to those who simply filled out the self-administered questionnaire revealed that as the individual interview sessions had drawn to a

close, an educative process had taken place for many of the students who were interviewed. That is, the respondents had discovered things about themselves and about the field of education that led them at the end of the interview to express a greater overall interest in education as a career than did the total student sample.

In fact, a number of students who were interviewed quite openly acknowledged that they had been participating in what for them was a personal educative process, although obviously they did not state this fact in that way. What these students did do at the close of the interview was to express appreciation at the opportunity they had been given, in person, to participate in a lengthy, but informal and free-wheeling, discussion with someone else on an aspect of future careers.

What emerges from this is the fact that although many students have an apparent readiness to criticize a field such as education -- and do so both in person and on questionnaires -- very often these students have not really given serious thought to the very things they are criticizing or in which they are claiming no interest. By participating in personal exchange, they often make discoveries that have an impact in placing a particular career or occupation in a new perspective.

7. MYTHS AND MISINFORMATION: As students talk about careers in education, give their impressions of the field and of why they do or do not wish to enter it, it becomes apparent how often they lack reliable information about educational occupations. There is evidence in the views of young people of an often unconscious and unknowing perpetuation of myths relating to careers in education and of the unchallenged acceptance of the misinformation of their peers.

When students were pressed on this matter in the personal depth interviews, they generally were willing to concede that they were largely ignorant of the profession. In thinking of educational occupations, many could think only of teaching and had a limited conception of other career possibilities within the field. When students were asked in the interviews whether or not they thought there currently was a shortage of teaching positions in the United States, practically as many claimed there was no shortage as thought that a shortage existed.

Yet, this lack of knowledge or information did not stop most students from giving a wide range of impressions about the field. Students talked of the education profession as being low paid, yet few had any specific idea about what are current salary levels in the occupation. A number of them talked about education being an ideal career for women, without taking into account the many men in the profession even in their own particular schools and colleges.

In this regard, it must be clearly understood that just because students offered certain views or opinions about education does not, obviously, mean that these conditions do exist in fact. Very often these are simply myths drawn up from the past which the students themselves, when they are pressed, cannot really defend, but which they often inadvertently help to perpetuate.

A number of students stated emphatically that teachers ranked below lawyers or doctors, but could offer no evidence or even explanations as to why this might be, other than the claim that it was their deeply held impression that this was simply so.

Other researchers, too (see Appendix A), have become aware in recent years of a lack of reliable information on the part of young people as they begin to make career decisions and some have even reported youth itself expressing unhappiness with the lack of

information at hand. In this particular study, as well, a large number of students expressed a desire to obtain more complete information about the field of education and about the career opportunities it offered. In virtually every case, this interest grew as the interview continued.

APPENDIX A

A Look at Previous Research

A popular view of American youth held by some people at the start of the 1970s is that of rebels who hate the existing social system with a passion and who are bent on remaking society, using violence if all other means at their disposal fail. These same youth are also sometimes seen as "tuned out" to the conventional careers of society and as more interested in finding "alternative" jobs more atuned to the changing times. How accurate is this stereotype when viewed in terms of the findings of recent empirical research? The general picture that emerges from numerous surveys of high school and college-age young people conducted during the past few years is that of a generation that is clearly skeptical of some of the values and practices of the existing social system and that is anxious to see reforms made. At the same time, however, the generation is quite conservative in its approach to initiating change and also tends to hold many of the same career interests and aspirations of preceding generations, some of them dating three to four decades into the past.

Examined in more detail, the pertinent research literature relating to youth, careers and education which has appeared during the past 15 to 20 years tends to fall into four distinct categories:

1. Student values and outlooks toward jobs.
2. Student orientations toward careers in general.
3. The views of students toward education, school systems and colleges.
4. The opinions students have expressed about careers in education.

In this particular study, we have correlated the analysis of our own survey findings to fit these four categories. All of the source material and references cited in this section are more fully identified and described in a detailed bibliography appearing as Appendix F of this report.

Student Values and Outlooks Toward Jobs

The research literature of the present and of the past 15 to 20 years reveals these two patterns of youth attitudes relating to job values:

1. Although youth has become more skeptical of the values of society in general, when it comes to careers there is a consistency through the years in the basic values and interests which students express when they are asked to tell what characteristics and factors are really important to them personally in planning for future occupations. These values include being helpful to others, being creative, being a success, and achieving security.

2. Although these basic values still hold for most young people today, very recently a somewhat new dimension has been added to these traditional values, as some

students place a greater emphasis on the quality and meaning of life and begin to focus their search for self-fulfillment and self-happiness in careers on a qualitative rather than on a quantitative basis.

Consistency in Basic Values

The consistency in basic values toward jobs over time can be seen by comparing research findings of young people carried out in the 1950s and early 1960s to surveys just completed during the past two to three years. For example, Morris Rosenberg (1960:23-59) interviewed almost 3,000 students at 11 major universities in the late 1950s and found that American college students "are primarily family-centered; for them career takes second place." Although he found that students view work as "a very important and meaningful way of satisfying...a wish for success," Rosenberg discovered that of those students interviewed, twice as many ranked their family relationships as first in importance in their life as compared to their career or occupation. The very same pattern was reported only last fall by W. Eugene Groves, Peter H. Rossi and David Grafstein (1970:2) of Johns Hopkins University after surveying 8,000 college students on 48 campuses.

In another instance, in the "Great Aspirations" research project in which almost 34,000 college graduates were interviewed in the summer of 1961, University of Chicago sociologist James A. Davis (1965:12) found these to be the most important values of youth in picking a career:

1. Opportunities to be helpful to others or useful to society.
2. Opportunity to work with people rather than things.
3. Opportunity to be original and creative.
4. A chance to exercise leadership
5. Living and working in the world of ideas.

Almost 10 years later, Groves and his colleagues found college students expressing almost the exact same career values in almost the exact same order.

1. Opportunities to be useful to others and society.
2. Opportunity to work with people rather than things.
3. Opportunities to be original and creative.
4. Avoiding a job which would in any way compromise student values.
5. A chance to exercise leadership.

In both studies, college students ranked as only moderately important the value, "making a lot of money." In our own study, an almost identical order of career values was expressed by students surveyed. (See Table 7.)

Similarities in values between the present and the past can be seen at the high school level though here greater emphasis seems to be put on the value of making money.

In the massive "Project Talent" study of the American high school student carried out by the University of Pittsburgh in 1960, John C. Flanagan (1964:5-31) found that those career values of greatest importance to the 440,000 students interviewed were: having an opportunity for promotion and advancement, job security, and good income. Ten years later, in the summer of 1970, an Opinion Research Corporation (1970:7) survey of high school-age students found almost the same values extremely important to today's high school students, namely, having a secure, steady job, and making lots of money. Similarly, Jerald G. Bachman (1970:141), in his report last year on the interests and attitudes of male high school sophomores throughout the country, listed these among job attitude values of great importance to young people: a job with good chances for getting ahead; a job where the pay is good; and a job that is steady with no chance of being laid off.

What these different studies indicate is that when it comes to most values relating to careers, students today express almost the same attitudes and opinions as did students 10 to 15 years ago. They want jobs that are mentally stimulating to them, a chance to be creative and intelligent, a chance to help others, a chance to work with people they like, and jobs that offer them some security and an adequate income.

Concern for "Quality of Life"

If there is such a clear consistency over time on so many values and outlooks toward careers, what then -- if anything -- is significantly different about the views relating to jobs held by today's young people? The literature indicates that students today look at life and jobs in idealistic terms: what is important to them is the quality or essence of life.

This can be seen in the most recent of a series of ongoing surveys of entering college freshmen done by the American Council on Education's Office of Research. John A. Creager and his colleagues (1969:40) report that when close to 170,000 freshmen at 270 campuses were asked to define the personal objectives they deemed most essential or important to themselves, 81 percent answered: to develop a philosophy of life. Next most important, in order, were: raising a family, having friends different from themselves, and helping others in difficulty. Of the 16 objectives that were listed, the first to deal with career values was the one ranked fifth -- being an authority in my field.

That the quality of life is important to high school students as well can be seen in the findings of an extensive depth attitude study of Ohio high school students completed a year ago. In reporting on the survey of 1,097 tenth, eleventh and twelfth graders, Barbara Everitt Bryant (1970:17) said, "Asked the one thing they want most out of life, the largest number of students named 'happiness,' and the next largest number say 'happy marriage and family.' Three-fourths put having a happy family life ahead of getting to the top of their profession." The students ranked "security and a good job" in third place and "to be successful" in fourth place.

The recent survey of college students conducted by Groves and his colleagues which was previously referred to, is perhaps most explicit in showing that students value the essence of life so highly. When asked to rank, at this particular point in their lives, which of several values were very important to them, 78 percent ranked highest "finding a purpose and meaning to my life" compared to 63 percent who ranked "preparing for a career" as very important. In addition, 88 percent of the students said they felt quite strongly that 'being able to enjoy living is much more important than being a success in one's field."

It is clear from research findings such as these that today's young people have many of the same, surface career values and interests of preceding generations of students -- that is, the same desire to be helpful to others, to work with people they like, to be original and creative, and to have a secure job that pays adequately -- but at the same time they seem to have a greater ethical awareness and sensitivity and to show a greater concern for the quality of human life. Since they obviously would like to see improvements made in the way they and others live, the question is how far are they willing to go to change society. Most recent surveys indicate that although youth would like to see changes made they are generally quite conservative in their approach to initiating change.

A survey of young people between the ages of 15 and 21 reported by Louis Harris (1971:24-30) earlier this year found that although many high school and college students are anxious to see changes made in society, most are opposed to any radical upheaval of the social order. Harris wrote: "People who expect a cataclysmic rejection of traditions, mores, and institutions are in for a shock: the young wouldn't overturn society even if they could. Most of them are much too satisfied with it as it is." The survey found that on a broad range of social questions, the views of America's young people "are remarkably moderate, even conservative." The study found that on most issues, college students are strikingly more skeptical and progressive than high school students, but that even here the responses do not forecast a radical future. The young are for change, but not for revolution.

Similar conclusions are apparent from a comparable survey, this one of 2,000 young people between the ages of 14 and 22, conducted this year by Seventeen Magazine (1971:116-27). Although many young people were reported highly critical of America, with 73 percent feeling there's something basically wrong with our society, the majority of those polled felt that, in general, social institutions in the United States are responsive to change, that whatever social changes are necessary in the country can be made by working within our present political framework, and that violence is the wrong way to achieve needed changes in society.

A third study, this one a look by Roper Research Associates (1969:35-37) at male college students and alumni, concluded that 'while critical of many aspects of our society, most male college seniors see our system of society as basically sound. The emphasis is on improvement -- as opposed to upheaval. They believe the individual can have an effect on improvement -- and they intend to try."

So, the mood of high school and college students today, at least as seen in recent empirical research studies, is that of a cautious optimism toward the future, of a greater concern for human and individual values, and of a desire to change society, but not to tear it down while trying to make it better.

Student Career Orientations

The research literature shows these two patterns:

1. Just as there was in the case of student values, there has been a great consistency through the years in student attitudes and orientations toward specific careers and occupations, but the consistency here is even more pronounced and deeply-ingrained than are the values of young people.

2. Even though a consistency in career attitudes exists even to the present time, young people of today may be beginning to show some displeasure or unhappiness with some of the jobs and occupations of existing society as a growing number of them start to postpone the making of specific career commitments.

Before looking at these career orientations of young people in detail, however, some preliminary comments on career choice need to be made.

The professional literature in the psychology of occupational choice makes it quite clear that many factors involving both personality and the environment come into the act when young people choose careers. The experts still haven't been able to fully agree on all the factors that explain why people decide to choose certain careers rather than others. They do recognize, however, that the choice of an occupation is not simply a rational decision in which job requirements are matched with personal capacities and interests. Rather, the selection of an occupation is usually seen as a long-term developmental process reflecting the self-concept, need structure and personality characteristics of the particular individual, including emotional factors. The final choice may involve a process of role - and reality-testing over a period of years and in a variety of contexts.

One very important factor of this intricate process of occupational selection is occupational or career "image." People -- particularly young people -- tend to have a discernible idea of the distinctive demands and reward characteristics of each occupational field. In selecting their careers, they try to pick a field of work that, as they see it, provides the kinds of rewards and makes the sorts of demands that they consider compatible with their own values.

The past research literature examined here is concerned principally with student orientations toward these career images and not with the problem of actual careers chosen by students. Thus, it must be kept in mind that although students may express feelings about certain occupational images it does not necessarily follow that they will actually end up choosing the careers for which they claim an initial interest or preference. In the following review then, career orientations of young people does not refer to the career choices they actually make or are about to make, but rather to the attitudes, opinions and interests they hold toward certain career images.

Consistency in Career Orientations

There is a consistency going back more than four decades in the career orientations of both students and adults. Starting in 1925 when George S. Counts (1925:21) drew up a list of 45 occupations and careers and asked various groups of high school and college students to rank them in terms of status and prestige, social scientists have periodically tried to assess the importance of various careers in the eyes of the general public. Even to the present day, the general ranking of occupations has remained almost consistently the same. Students and adults alike have generally agreed through the years on which occupations in America have the greatest and least value and prestige.

The most recent and most quoted of these assessments of career image was carried out by the National Opinion Research Center in 1963. Robert W. Hodge and his colleagues (1964:286-302) reported that of 90 careers rated, the job of U.S. Supreme Court justice ranked as most prestigious in the United States while the job of shoe shiner was at the bottom of the list. College professors were ranked as eighth in prestige in the country, with instructors in the public schools rated 27th, just below sociologists and biologists and just ahead of Army captains. Although it was the general adult population that ranked the careers on NORC's list, young people have been found to have almost the exact same consistent career orientations as adults. For example, in a study of high school sophomores and seniors, Ronald J. Clack (1968:282-6) found that students "ranked occupations on the basis of their prestige in the same order as did the national adult population samples" in the NORC study.

The consistent career orientations of adults and youths are even held by very young children. Roberta G. Simmons and Morris Rosenberg (1971:235-49) studied the development of self-image of children from the third to twelfth grades and found that "as early as the elementary school stage, children rate occupations in an order almost identical to that of high school pupils and, indeed, of adult samples." They concluded that "if social attitudes acquired early tend to persist in later years, then it becomes more likely that those occupations considered prestigious today will continue to be desirable to draw recruits in the future."

This consistency in attitudes toward particular careers over time, especially on the part of high school and college students, has also been confirmed after extensive study by David C. Beardslee and Donald D. O'Dowd (1967). Research they conducted over a period of almost 10 years led them to conclude that certain high level occupations -- such as teacher, social worker, business executive, doctor, lawyer, scientist and sales manager -- were found to be consistently associated by students with specific life-styles, patterns of inter-personal relationships, and personality characteristics. They often found that men wanted to enter the occupations with the most positive images, while women preferred to marry men planning to enter the most glamorous and rewarding fields.

Beardslee and O'Dowd concluded that all college and university students in the United States, and many college-bound high school students as well, "share in one main system of beliefs about the higher-level occupational world." Data they have collected lead them to predict that this consistency of attitudes toward particular careers "will remain relatively unchanged for many years to come. If social-psychological data can serve to predict future situations or events, these data strongly suggest that the images of occupations will resist with great effectiveness the erosion of historical and social change." They offered this overall conclusion of their findings: 'The range of participants in this system of stereotypes (of occupations) extends from high school students of 15 or 16 years through college undergraduates and graduate students to college faculty members. The consistency, stability, and complexity of this system indicates that it is deeply imbedded in the American language and has important effects on American social behavior."

A Lack of Career Information

Beardslee and O'Dowd, and other researchers, have offered an observation that should be of interest to school guidance counselors. They pointed out that the images or stereotypes of occupations that emerge in the talk of high school and college students are not always very close to the "reality" represented by the descriptions of occupations in guidance literature. They wrote that "students have little or no information about the content of day-to-day work in an occupation, but they do have a series of impressions about the implications for life and personality of choosing particular occupations." A similar conclusion was reached by Opinion Research Corporation (1970:5) last summer after surveying young people between 12 and 17 years of age on their attitudes toward education and careers. ORC found that most youth decisions about career plans are made based upon inadequate information. "Teenagers have traditionally felt that they could use more information on job opportunities, to help them make one of life's most important decisions," ORC reported. "Instead of an improvement in this situation...seniors and juniors (in 1970) feel even less well-informed than did members of the class of 1964." The firm said 85 percent of the students sampled wish they had more information available to them to decide on the kind of work they want to do. The same desire for more career information was expressed by students in this study (Part IV).

Research studies into the career orientations of high school and college students also have shown that very often students express unrealistic career preferences. In an essay they wrote on "Students and the Occupational World," Beardslee and O'Dowd (1962:607) reported that 'virtually all studies of occupational preferences among high school and college students reveal an unrealistically high selection of professional careers." They said this is true whether youngsters indicate probable or possible occupations. In the "Project Talent" study, Flanagan (1964:5-44) also found "evidence that high school seniors are unrealistic in their career plans." Fully 48 percent of the boys and 40 percent of the girls were planning a career in a professional or technical field at a time when, according to Flanagan, the Bureau of the Census was reporting that only about 15 percent of employed males and 17 percent of employed females between the ages of 25 and 29 were in professional and technical occupations.

Actual Career Preferences

What are some of the actual career preferences of today's high school and college students as seen in recent surveys? As in the past, unusually large numbers of young people currently claim a strong desire to enter professional or technical careers. For example, an educational and vocational survey of students in San Diego County, California (1968) showed that twice as many high school students expressed an interest in a professional or technical career than any other of nine occupational choices listed. Bachman (1970:174), in his analysis of male high school sophomores, said "fully half of all our respondents aspire to a professional or technical career." Heading the list in popularity were a technician (14 percent of all respondents), a craftsman or foreman (12 percent), a professional, such as a lawyer, physician or college professor (12 percent), a scientist or engineer (11 percent), and a school teacher (10 percent).

ORC (1970:9) last summer asked teenagers between the ages of 12 and 17 what was their first choice as a place to work. A small business received top mention by 24 percent of the respondents; a large corporation, 19 percent; a school or college, 16 percent; government, 11 percent; and being a self-employed professional, 9 percent.

For college students, the same emphasis on professional or technical careers is apparent. The American Council on Education's look at the attitudes of college freshmen, already referred to, shows a wide interest in positions in education (23 percent), business (11 percent), engineering (8 percent), medicine and health (8 percent), the fine arts (6 percent), and law (4 percent). Roper (1969) found that for male college seniors their first choice in careers was business (32 percent), the professions (32 percent), education (27 percent) and government (9 percent).

The Undecideds

Perhaps most significant of all, however, is the still small but growing increase in recent years in the number of students who claim to be completely undecided about their career interests. When the American Council on Education (Bayer, et al, 1970) asked college freshmen in the fall of 1966 to state their probable career occupation 8.6 percent of all students interviewed claimed they were still undecided. Three years later, in the fall of 1969, the ratio of undecideds had climbed to 11.3 percent. When ORC talked to high school-age students a year ago, it found that of those between the ages of 14 and 17, a total of 41 percent were either very uncertain or not too certain about the specific occupation or type of job they eventually planned to go into on a permanent, full-time basis. And the survey of high school and college-age young people conducted recently by Louis Harris (1971:24), revealed that when students were asked if they had made career plans for when they finished schooling, 34 percent indicated they preferred to postpone a decision about what to do rather than to think now about getting a specific job.

What all of these surveys and articles in the professional literature basically boil down to is this: Through the years and up to the present time there has been and continues to be a consistency in the general orientations of young people toward the

careers and occupations of society. Just recently, however, some youth have begun to delay or avoid commiting themselves to specific career preferences which may indicate a skepticism on their part toward the value of certain occupations. In either case, whether young people have already made up their minds concerning their careers or whether they have decided to delay their choice, more often than not it seems apparent that as students wrestle with various career possibilities and options they find themselves with a lack of clear-cut information about the very jobs and occupations which society hopes they will enter in the near future.

Student Views Toward Education

The research literature shows that high school and college-age students of today value education very highly. They also tend to be favorably disposed toward their teachers. And, what may be surprising to those who feel that many young people dislike school, they express general satisfaction with what they are learning at the schools and colleges they attend.

When they do criticize education -- which they have done to an increasing degree lately -- they tend to be more critical of the formal curriculum, of the administration, and of the overall educational "system" as such, than they are of either teachers or of professors.

As Barbara Everitt Bryant (1970:168) noted in her study of high school students, "all recent studies of students, at either college or high school level, are showing the same two concurrent trends: (1) the desire among students for more participation in decisions on school regulations and curricula; and (2) a growing distrust of the 'system,' i.e., the federal government, the economic system, and U.S. society." The distrust of the "system" tends also to include a distrust of school systems and of educational systems at the college level.

Favorable Attitudes Toward Schooling

That young people place great value on education can be seen from recent research. In her study, Miss Bryant found that 82 percent of those interviewed consider education important to themselves. Somewhat less, 61 percent, expressed satisfaction with their schools. A similar pattern was found by Bachman (1970:107) in his look at male high school sophomores. Almost 90 percent of those interviewed said they agreed very much or pretty much with the statement, "Education has a high value because knowing a lot is important to me." A somewhat lower percentage -- 79 percent -- reacted favorably to the statement, "I feel satisfied with school, because I learn more about things I want to know." Thus students tend to react somewhat more favorably to the vague concept "education" than they do to the specific reality they know at first hand, the "school."

But even though the reality of "school" ranks somewhat lower in the minds of young people than the vague concept of "education," most high school and college-age students still speak of formal schooling in complimentary terms. For example, when Louis Harris (1971:25) asked both high school and college-age students if they were

satisfied with their education so far, 84 percent replied yes. Two years earlier, when Harris (1969:30) asked high school students alone whether they rated the particular high school they attended good to excellent, 81 percent had replied yes. At the college level, when Groves and his colleagues (1970:8) asked 8,000 freshmen and juniors if they were generally satisfied with their college when it came to showing concern for good undergraduate education, 65 percent regarded themselves as satisfied. When Roper (1969) asked college freshmen and seniors what they thought of our system of higher education, 75 percent rated the system as 'basically sound," although 56 percent felt the system could use "some improvement."

The literature shows that students at both the high school and college level tend to speak favorably of teachers and professors. Harris (1969:30) found that 81 percent of all high school students interviewed rated their teachers as " good to excellent." In addition, 76 percent felt that 'teachers are genuinely concerned with helping students learn things useful later on." Bryant (1970:79) found that two-thirds of all high school students agreed with the statement, 'teachers care." When Bachman (1970) asked male high school students if they felt teachers tended to make positive or negative suggestions about their school work, almost twice as many students viewed teacher comments and criticisms in a positive than a negative light. Groves (1970:8) found that the one thing about the colleges they attend with which college students are most satisfied is the 'respect with which the faculty treats students." Of those polled, 72 percent expressed satisfaction with faculty on this score. College students even have been found to rank educators higher than businessmen or politicans when it comes to appraising them as leaders of society. Roper (1969) found that 44 percent of male college seniors expressed great confidence in the ability of educational leaders "to make real contributions to our society," in contrast to only 38 percent for business leaders, and 25 percent for political leaders. Roper said what impressed college students most about educators was that they 'are considered outstanding for their intelligence, progressiveness and social concern."

What They Don't Like About School

If young people are so satisfied with school and teachers, what then is really bugging them about education? The literature shows an almost vague and sometimes contradictory distrust of the educational system, and a feeling that students don't have enough of a say in the way things are done. It was noted above how highly satisfied college students are with the calibre of their particular undergraduate education, when they were asked to respond to this point by Groves and his colleagues (1970:8). Yet, somewhat ironically, when Groves (1970:3) asked his same panel of college students whether they agreed or disagreed with the statement, 'Most education these days has little to do with what is important for people to learn," 62 percent said they agreed strongly.

In its survey of those between the ages of 14 and 22, Seventeen (1971:127) found that most students feel they don't have enough to say about dress, conduct and the curriculum. For example, a majority felt that high school students should have more of a say about school dress codes, curriculum, codes of conduct and grading systems. When it came to college students, 91 percent felt college students should

have more of a say about what courses are offered, 67 percent felt they should have more of a say about grading systems, and 56 percent felt they should have more of a say on whether defense industries recruit on campus. Harris (1969:24) found that high school students want more of a say in making rules (66 percent) and in deciding curriculum (63 percent). Of those high school students interviewed by Bryant (1970:80) "an overwhelming 90 percent think students should be involved in curriculum planning." Similarly, the American Council of Education's look at college freshmen (Creager, 1969:41) found that the single item of most concern to them (89.5 percent ranking it strongly) is the issue of "student design of curriculum."

"The key to what is going on among high school students today," Harris (1969:24) concluded, "is that a majority clearly want to participate in deciding their future. They are willing to be taught, but not to be told. They are willing to abide by rules, but they will not abide by rules which put them down. They are aware of the need for authority, but not impressed by it for its own sake. They are excited by the prospect of living in a fast-changing modern society and they want their high school education to help prepare them for it -- not for some society of the past." The data indicates that the same conclusion holds for many college students.

Student Views Toward Careers in Education

The literature shows that the attitudes that young people hold today toward careers in education are largely the product of the numerous research studies and informal impressions about the field that have been built up and collected through the years.

It was noted earlier in the review of student orientations toward careers in general how consistent over time have been young people's dispositions toward particular jobs. This same principle holds true for school careers. The available professional literature indicates that most of the specific images of what it means to be a teacher, or a professor, or a principal that have been conjured up by young people and adults in the past still persist to the present day and apparently are having an impact on how students today view jobs in education.

Just as they are favorably disposed toward education itself, so too young people today appear to be more favorably than unfavorably disposed toward educational positions. They think the profession is important and that there are obvious benefits to entering the field. When it comes to ranking educational careers to other occupations in terms of prestige and interest, they tend to rate school careers somewhat above average. But although educational careers in general are well thought of, they are usually not nearly as well thought of as careers in law, medicine or science.

Education's Negative Traits

The research literature of the past and present shows, however, that there are a number of negative traits about school positions that tend to be a factor in the field's overall image. These include the notion that brighter or more creative young people tend to avoid education even though education is viewed as an "intellectual-type" profession;

that the career is seen as more female than male-oriented; that the field has relatively low prestige as well as low pay; and that going into education constitutes somewhat of a failure, or as George Bernard Shaw once put it: 'He who can does. He who cannot, teaches."

Because these factors still have an impact on the field's image today, we will explore briefly some of the research and literature which led to the development of these notions in the first place and then trace to more recent studies how particular career images relating to education have become a part of current youth's thinking.

The idea that education as an occupation does not attract and hold bright or talented people is usually traced to a study done by Dael Wolfle (1954), America's Resources of Specialized Talent, who found that among college graduates, those specializing in education ranked 17th on the Army General Classification Test out of a list of 20 occupational fields. Education students exceeded only students in the social sciences, home economics and physical education. Topping the academic list were students in the physical sciences, engineering and law. When it came to graduate students, Wolfle found that those going into education ranked 15th on the Army's test out of 19 major professional fields.

These findings have been substantiated more recently by others. In a psychological study of why certain people go into elementary and secondary school teaching, Raymond G. Kuhlen and Wilbert J. Dipboye (1959:14) of Syracuse University found that women going into elementary education and men going into secondary education had lower aptitudes and grade point averages than those going into other fields. Similarly, James A. Davis (1965:49), in his extensive look at 34,000 college seniors from across the country, found that only 13.6 percent of those heading for careers in education fell within the top fifth academically, the second lowest proportion of all occupational fields.

Despite such data, most educators have tended to interpret the findings much the way Robert Dreeben (1970:166) has: That "the occupation attracts a substantial proportion of academically able college graduates, but its manpower needs are so large that it must also recruit large numbers of less talented people simply to fill positions that cannot remain empty." However, the findings are interpreted, the fact remains that in the literature the notion that bright people avoid education has been widely reported and rarely disputed with contradictory data. Thus, the notion tends to persist to current times, and becomes a significant factor in the image relating to educational careers that is eventually conjured up by young people.

Similarly, research studies and articles have shown that there is a tendency to view education careers as better suited to women than to men. Lieberman (1956) noted that a predominance of women has characterized American school teaching since at least 1870. To Clark (1964:754) "this feminization has made education an attractive occupation for women and an unattractive one for men. Men suffer degradation in status from working in what others perceive as women's occupation." That this concern has an impact on students' career preferences can be seen by examining the data from the

"Project Talent" survey of 440,000 high school students (Flanagan, 1964:6-8). When the career preferences of high school boys were listed in rank order, a position in education failed to appear among the top 20 choices. For the high school girls, on the other hand, a career in teaching usually ranked among the top 10 choices. A comparable pattern holds today, even at the college level. The most recent American Council on Education (Creager, 1969) look at college freshmen's attitudes found 4.8 percent of the men listing education as their probable major field of study, with 12.2 percent listing a career in education as their probable occupational preference. In contrast, 19.2 percent of the women listed education as their probable major field of study, with 37.3 percent listing a career in education as their probable occupational preference. James A. Davis (1965), after analyzing the questionnaire returns of his survey of college students, commented that being female was one of the strongest correlates of education and concluded after studying the types of young people interested in nine different occupational groups that "education...is not only quite feminine, it is the feminine field..." This particular study found that education is still preferred as a career by greater numbers of women than men (Tables 5, 6 and 18).

The fact that education as a career is seen as female-dominated, leads also to the view of the field as having low prestige and offering low pay. That salaries in the field are low -- as is the pay in many other careers with a heavy proportion of women to men, such as nursing and secretarial work -- has been reported in countless studies, including some of the research reports on teachers issued by the National Education Association (1967 and 1969). Low pay is obviously one reason for low prestige. In addition, the low prestige of educational careers often is tied to what sociologists such as Burton R. Clark (1964:754) label its "occupational instability." Clark cites numerous studies which show that women perceive and use teaching as an in-and-out career, with two out of three beginning women teachers expecting to leave the field within five years. For men, the anticipated career in education is up-or-out, rather than in-and-out -- they go into teaching hoping to advance up the school ladder into administration, or permanently leave education to take employment in another field. Dreeben (1970:157-203) in his recent, major analysis of educational careers also notes the instablility of educational jobs and attributes this in part to the fact that of most new recruits to the field, only a very small number have strong, personal commitments to the profession.

This lack of commitment on the part of the young can be seen in research studies that have shown that those going into education very often pick the career as a compromise. Kuhlen and Dipboye (1959:114), for example, found that since public school teaching ranks lower in status than other professions, college juniors and seniors who professed an interest in education did so as a compromise, that is, they selected the field because, for some reason, they could not do what they "really" wanted to do. Rosenberg (1960:39-40) found that for college students certain careers attracted more "reluctant recruits" than did other fields. Highest among these were business, journalism, and teaching. Teaching, Rosenberg wrote, "draws a high proportion of students who view the profession as a compromise; perhaps they feel they would prefer to spend their full time on research or in the creative arts, but that these aims are unrealistic."

Somewhat similar conclusions were reached by Davis (1964:17) when he found that between their freshmen and senior years, a large proportion of college students had decided not to pursue the careers of their original interest but had elected instead to pursue careers in education.

Current Views of Educational Careers

How do all of these research studies have a bearing on what young people today -- high school and college students -- think about careers in education? For the most recent and extensive look at these youth images, it is best to look at the research findings of Beardslee and O'Dowd (1967), who have already been referred to earlier. These two psychologists at Oakland University in Rochester, Mich. spent more than 10 years studying the development and consistency of student images of occupations. In their final report submitted to the U.S. Office of Education four years ago, they drew stereotypes of the typical college professor and the typical school teacher as viewed in terms of career desirability by America's college students.

This is their view of the college professor (88-89):

"A dominant feature of this image is the great stress on intellectual competence accompanied by sensitivity to artistic or aesthetic experience. The professor is seen as an individualist with colorful, interesting, exciting qualities coupled with a degree of rashness, changeability, emotional difficulties and lack of adaptability. It is quite likely that he is interesting because of his emotional, unpredictable nature. In spite of these characteristics and a high score on radicalism, he is granted considerable power in public affairs. Students rate the professor as very valuable and they see his role as a source of great personal satisfaction. On the debit side, the professor is described as not well-to-do and lacking in opportunity for advancement... The college professor lacks the rich material rewards of the free professionals, and he does not equal them in either social or reality-oriented competence. In one manner of speaking, the doctor and lawyer are of this world while the professor is out of it. His intellectual qualities are the primary asset of the college professor. Probably the most striking impression emerging from this profile is its lack of masculinity. It is predominately a volatile feminine picture with emphasis on intellect, sensitivity and impulsiveness."

And this is their view of the school teacher (91-92):

"In every classification of occupations according to social status, the school teacher is located in the second or third tier among the professions. However, school teaching accounts for the occupational preferences and choices of a substantial percentage of college graduates. The school teacher image is dominated by the depressed economic state of the profession. The teacher scores conspicuously low in wealth, social status, and advancement opportunity. He has little power in public affairs, and he cannot even command an attractive wife, although he can count on a happy home life -- just the opposite of the lawyer's situation. The teacher is considered intelligent, sensitive and interested in art much as the college professor but to a lesser degree. Further, he is attentive to people and unselfish in his relations with them. In this regard he has a service orientation somewhat like the doctor's. Finally, the teacher is seen as lacking in

confidence and in hard, assertive properties. Once again the feminine component is high but now it is associated with a more nurturant and at the same time dependent quality. Unlike the professor, the teacher has a rather calm impulse life."

Beardslee and O'Dowd (1967:212-238) found that when they sought to determine the images of professors and teachers in the minds of high school students, those high school students who were bound for college tended to have images comparable to college youth, whereas the non-college-bound high school students "were not attracted at all by the symbol manipulating or intellectual occupations of school teacher and college professor." In fact, it is interesting to note that when asked to give career preferences for 15 different occupations, college students ranked being a college professor 4th and a school teacher 6th in interest; college-bound high school students ranked teachers 7th and professor 8th in interest; and non-college-bound high school students ranked professor 14th and teacher 15th in interest. Generally, the school teacher was seen as a more masculine figure for the high school students, and a more sensitive and female image for the college people.

Although there are obvious negative aspects to the images of professor and teacher held by students, what is it about careers in education that has led certain young people through the years to express a preference for these occupations rather than for others? A number of research studies reviewed by Esther Lloyd-Jones (1957) show that those who have gone into teaching have favored it because they like and enjoy working with children, because they've been interested in their particular subject-matter and because education offered them an opportunity to be of service to others. J. Marc Jantzen (1959), after analyzing over a 10-year period the reason why college students choose to teach, concluded that the number one reason given for wanting to go into the education profession "is an interest in children and young people." Davis (1964:55), in his study of career interests of college seniors, concluded that the types of people who go into education are those who are "people-oriented," that is, they prefer 'opportunities to work with people rather than with things."

Some of these reasons for wanting to go into education still hold in even more recent research studies. Charles E. Hood (1965:228), for example, asked college sophomores who had expressed a preference in education what they viewed as the advantages and disadvantages of such a career. Generally, the students said they wanted to go into education because they felt such a career performed a valuable service to society, afforded them an opportunity to work with people, and also gave them the training and experience that could lead to other careers. What the students claimed they didn't like about educational careers, was that the personal freedom of teachers is restricted in some communities, the fact that salaries in education are lower than those paid in many other professions requiring quite similar training, and the fact that there is an imbalance in supply and demand in some fields of education.

Previous research literature described a consistency through the years in student orientations toward careers in general. Just as students 10 to 15 years ago expressed a preference for occupations in professional and technical fields, so too, students today are expressing somewhat similar preferences. Somewhat the same pattern has held when it comes to career preferences for education. This is not to report that the same num-

ber or percentage of students are entering education now as did a decade ago; it is only to report that a somewhat similar proportion of students are expressing an initial interest in education. Those who express an initial interest in a field may or may not finally enter it, depending on various factors.

In the 1960 field work for the "Project Talent" studies, Flanagan and his colleagues (1964:5-21) found that almost 13 percent of all high school students interviewed expected eventually to go into an educational career. When ORC (1970:9) asked high school-age students last summer where they would be looking for jobs, 16 percent replied in a school or a college. Thus, in a span of 10 years, the professional literature shows that the proportion of high school students interested in a career in education had increased only slightly. At the college level, 25.4 percent of the college freshmen of 1957 were considering going into careers in education, according to data gathered by Davis (1965:15). Twelve years later, Creager and his colleagues (1969:36) reported that 23.2 percent of the college freshmen of 1969 were considering educational careers. Here, there was only a slight dip in interest over time.

Clearly, at least according to the available research literature, there has been a consistency in recent years in youth attitudes toward careers in education. For most young people the general image of the educator is a favorable one. Educators are seen as largely unselfish individuals, who are sensitive and thoughtful but whose material and social success is usually very limited. Viewed positively, for most young people the educator is somewhat of a self-sacrificing public servant who performs a most valuable service and who is rewarded mainly by the sense of satisfaction he derives from his work. Viewed negatively, the educator is rated as not well-to-do, lacking in opportunity for advancement, relatively low in social status and with only limited power, lacking in strength, activity, hardness, assertiveness and confidence.

APPENDIX B

Design, Rationale and Conduct of the Research Project

This study stressed qualitative, rather than quantitative, analysis. Although it was obviously necessary to obtain descriptions of young people's attitudes toward careers in education, the main purpose was not so much to collect descriptions of what young people feel as it was to offer explanations of why they feel the way they do.

The Approach

The research project consisted of three main parts:

1. A careful search and analysis of the educational literature already available to pinpoint recent and past descriptions of some of the attitudes held by young people relating to careers in education.

2. Distribution of a self-administered questionnaire to a segment of secondary and collegiate students to obtain current descriptions of the attitudes of young people to careers in education.

3. Conducting of personal depth interviews with a carefully selected segment of secondary and collegiate students to probe into their attitudes and to determine explanations for their opinions and views.

Literature Search

As was observed almost 20 years ago in the classic work, Methods in Social Research by William J. Goode and Paul K. Hatt, it would have been foolhardy in a research project such as this to carry out field work without first conducting a detailed check of the previous literature in the field.

It was known that several descriptive surveys which related in some way to the attitudes of young people toward educational careers had already been carried out in the past. It was therefore decided to examine and analyze some of these works to pinpoint any trends that might be apparent over a period of time, to provide a general frame of reference for this particular project, and to serve as a guide in the development of questions that needed to be asked in this study.

Because the main interest in this study was in the most recent descriptions of young people's attitudes available, it was decided to pay particular attention to those research reports issued during the past five years. However, a number of major studies relating to education and careers had been carried out just prior to 1966. Since some of these studies had significant historical value (e.g., John C. Flanagan's Project Talent study of high school youth; James A. Davis' Great Aspirations study of college youth) and could serve as

a bench-mark for this particular research project, it was decided to also examine several selected studies going back in time an additional 10 to 15 years. Thus, the literature search for this project covers a period of approximately 15 to 20 years into the past, with the greatest concentration on the most recent five years.

All told, close to 70 different books, articles and monographs were examined as part of the probe of previous literature. A number of these were found to be not pertinent to this particular study. The literature search constitutes Appendix A of this report. The complete bibliography of relevant works examined appears in Appendix F.

Pre-Test

Before the actual field work for this project was launched -- i.e., the distribution of the self-administered questionnaire and the conducting of personal, depth interviews -- it was necessary to conduct an intensive pre-test in the field to assure that all questions to be asked of young people would be properly structured and that they would indeed obtain the type of information desired.

In preparing for the pre-test, preliminary or tentative survey instruments were developed. These included a self-administered questionnaire designed to elicit descriptive information about student attitudes, and a flexible, interview format designed to elicit explanatory information about student opinions.

The pre-test field work was conducted at three high schools and three colleges in the South, Midwest and Far West prior to the start of the full-scale field work. Although the sample for the pre-test was far smaller than the eventual sample for the actual field work, every effort was made in the pre-test to select the types of institutions that would actually be visited during the main survey.

On the basis of the findings from the pre-test, substantial changes were made both in the survey instruments and in some of the interviewing and surveying techniques to be utilized in the field work. A number of additional questions were added to the questionnaire, and the wording of others was changed for greater clarity.

Completion of the pre-test paved the way for conducting of the actual field work and for finalizing of the project's sample design.

The Sample Design

The National Center for Information on Careers in Education (NCICE) was interested in exploring in depth the attitudes of secondary school and collegiate youngsters, particularly those at the 10th and 12th grade level in the high schools and in the 2nd and 4th year of undergraduate work in college. In addition, the Center wished to have built into the study numerous variables relating to the institutions the students attended -- their size, their type, their control, their community setting, etc. -- as well as numerous variables relating to the students -- their sex, their race, their family income, their academic achievement, their community background, etc.

To accommodate these requirements, it was decided to utilize as the sample base for the field work a selected number of institutions, rather than to use as the sample base a selected number of students. That is, instead of simply selecting a sample of students from throughout the country, it was decided to first select a sample of schools, then pick the sample of students from those particular schools. This was done because of a need to look at students in the context of the particular type of school or college they attended.

NCICE was anxious to have representative institutions included in this study. At the college level, for example, there was need for the sample to include community colleges; 4-year colleges; 4-year colleges that were part of a major university; colleges with an enrollment of predominantly minority students; public, private and parochial colleges; average as well as prestigious colleges; small as well as large colleges; urban as well as rural colleges. Similarly, at the high school level, there was need for the sample to include urban, suburban and rural high schools; public, private and parochial schools; small, medium and large schools; schools with an enrollment of predominantly minority group students; and schools that are co-ed as well as some that are not.

There are 2,551 colleges in the United States, according to the latest (1969-70) higher education directory issued by the U.S. Office of Education's National Center for Educational Statistics. In addition, there are 39,218 high schools, according to the latest (1968-69) five-volume directory of public and non-public elementary and secondary day schools, issued by the same agency. To have selected the institutions needed at random and at the same time to have selected every particular type of school that needed to be included would have required drawing a large sample of institutions.

Because of this study's emphasis on qualitative analysis and because of a need to assure that each and every type of institution that needed to be reached was indeed included in this study, it was decided to utilize a judgmental or purposeful sample, rather than a probability sample. Thus, selection of institutions was made on a judgmental basis using the various criteria built into this study.

In selecting colleges, the following variables were taken into account:

Region of the Country (Northeast, North Central, South or West)
Control (Public, Private-Independent, or Religious)
Type (2-Year College, 4-Year College, or 4-Year College that is part of a University)
Curricular Offering (Liberal Arts or Vocational-Technical)
Size (Small -- 0 - 999 Students, Medium -- 1,000 - 2,499, or Large -- 2,500 and over)
Sex of Student Body (Co-ed, Male or Female)
Race (Predominantly Black Student Body or All Others)
Selectivity in Enrollment (Very Selective, Selective or Average)
Community Type (Urban, Suburban or Rural)

In selecting high schools, the following variables were taken into account:

Region of the Country (Northeast, North Central, South or West)
Control (Public, Private-Independent, or Religious)
Size (Small -- 0 - 749 Students, Medium -- 750 - 1,499, Large -- 1,500 and over)
Community Type (Urban, Suburban or Rural)

Utilizing these criteria, 20 high schools and 20 colleges were selected for the field work for this project. A more detailed description of the selection process and of the particular institutions selected is contained in Appendix C.

To obtain the necessary descriptive views toward education and careers held by the students at these 40 institutions, it was decided to utilize a self-administered questionnaire to be distributed to a random sample of all sophomores and seniors.

To probe beyond these descriptions and to obtain explanations as to why the students held the particular views they did, it was decided to conduct personal, depth interviews with 10 representative students at each of the 40 institutions, or a total of 400 students.

In selecting students to be interviewed, the following student variables were taken into account:

Sex (Male or Female)
Race (White, Black or Oriental)
Ethnicity (Puerto Rican, Mexican-American, Indian-American, or Other)
Class Level (Sophomore or Senior)
Age (14, 15, 16, 17, 18, 19, 20, 21, 22 and Over)
Class Rank (Top 10 Percent, Top Quarter but not Top 10 Percent, Second Quarter, Third Quarter, Lowest Quarter)
Grade Point Average (A, B+, B, B-, C+, C, C-, D, or F)
Course of Study (For high school students: Academic-Collegiate, Vocational-Technical, Commercial or General; for college students: Liberal Arts, Business Administration, Natural Sciences, Teacher Preparatory, Professional, Vocational-Technical, or Social Sciences)
Family Income (Less than $5,000 a year, Between $5,000 and $9,999, Between $10,000 and $19,999, Between $20,000 and $29,999, or $30,000 and Over)
Parental Educational Attainment (8th Grade or Less, Part High School, High School Graduate, Part College, College Graduate, or Graduate or Professional Degree Beyond Bachelor)
Parental Occupation (Clerical, Farmer or Farm Worker, Military, Professional, Proprietor or Manager, Sales, Semi-Skilled Worker, Service Worker, Skilled Worker, Unskilled Worker)
Education Aspirational Level (High School Graduate, Trade or Professional School Graduate, College Graduate -- Associate Degree, College Graduate -- Bachelor's Degree, Graduate or Professional Degree Beyond Bachelor)

The Field Work

The field work for this project was carried out over an eight week period from March 29 to May 19, 1971.

For each of the 40 institutions in the sample, Hill and Knowlton assigned members of its staff or affiliates to serve as field work coordinators, with responsibility for carrying out all aspects of the field work relating to that particular school. This included conducting the 10 personal interviews at that school as well as handling arrangements for the distribution and return of the self-administered questionnaires. A total of 14 interviewers were used in the field work.

Administrative officials at each of the 40 schools cooperated with Hill and Knowlton in carrying out the study and made available necessary lists of student names, class rankings, home addresses, etc. To avoid any possible bias, however, all Hill and Knowlton field work coordinators were carefully instructed beforehand to select students for interviews by themselves using a set of pre-determined criteria and not to allow any member of the staff of the participating schools to influence student selection.

At each of the 40 schools, the 10 personal interviews were conducted prior to the distribution of the self-administered questionnaires. This was done to avoid the possibility of having students who were interviewed know something about the purpose of the study before they showed up for their meeting with the field work coordinator.

When selecting the 10 students to be interviewed at each school, field work coordinators were instructed to obtain a representative mix of the actual student body at that school by drawing on as many as possible of the major student variables built into the study. For example, they were told that if the school were 40 percent black, then 4 of the 10 students they interviewed needed to be black. Similarly, the proportion of men and women to be interviewed at each school was to be determined by the actual sexual ratio at that school. In a similar fashion, there was to be a proportionate mix of students in terms of class rank, and so on.

Of the 10 students to be interviewed, coordinators were told to select 5 sophomores and 5 seniors at each institution. This rule held for all schools except, obviously, community colleges, where there are no seniors or 4th year students. At community colleges, coordinators were told to interview 10 sophomores.

Once the student interviews had been completed, coordinators made arrangements for the distribution of the self-administered questionnaires to a sample of the sophomores and seniors at that school.

In originally planning this study, it had been intended to use the same method for distributing questionnaires at both the high schools and the colleges: This was to have the questionnaires distributed in person, with the help of the school administration, to all sophomores and seniors in attendance on the day of the surveying. The questionnaires were then to be filled out by the students and collected on the very same day.

At the high school level, the original plan had called for using "home room" periods as the best time to have the questionnaires distributed to and collected from 10th and 12th grade students. At the college level, the plan had called for using the time when students registered for the Spring, 1971 semester as the best time to have the questionnaires distributed to and collected from 2nd and 4th year students.

Because of an unavoidable delay in funding the project, however, it was necessary to re-schedule the field work period to a time when college students would no longer be registering for the Spring semester. Since it would have been extremely difficult at most colleges to carry out an in-person distribution and collection of self-administered questionnaires during a time other than a registration period and still hope to reach most of the sophomores and seniors in attendance, it was decided instead to distribute the questionnaires at the college level by mail.

Accordingly, at the high school level, questionnaires were distributed as originally planned, in school to all sophomores and seniors in attendance on the particular date the surveying was carried out. At the college level, however, questionnaires were distributed by mail to a randomly-selected sample of one-fourth of all the sophomores and seniors enrolled at the college during the Spring, 1971 semester.

Because of the different methods of distribution, as one might expect, the proportion of questionnaires returned from high schools and colleges was different.

At the high school level, questionnaires returned represented 64.8 percent of the total sophomore and senior enrollment at the 20 secondary schools surveyed. Because the data were not available, it was not possible to determine the percentage of questionnaires returned from sophomore and senior students in actual attendance on the days the surveying was done. The total number of questionnaires from high school students tabulated and analyzed as part of this study was 6,821.

At the college level, questionnaires returned represented 37.7 percent of the total sophomore and senior students in the sample. This proportion is understandably lower than for high school students because here the questionnaires were distributed by mail to the students' homes. In the high schools, questionnaires were collected in class by school officials. But in the colleges, it was up to the students themselves to return the questionnaires on their own, using a self-addressed, postage-paid return envelope. There was no special inducement given college students to have them return the questionnaire, nor was there time for any follow-up mailing to encourage a larger return. The total number of questionnaires from college students tabulated and analyzed as part of this study was 3,064.

The Depth Interview

The key element in this qualitative attitude research project was the flexible, personal depth interviews carried out with 400 high school and college students. The success of these interviews rests with the quality of the interviewer.

Instead of using housewives or students as do so many other research organizations, Hill and Knowlton uses interviewers who are experienced, full-time professionals, expert at drawing information and opinions from persons to whom they talk. All are staff members of Hill and Knowlton or its affiliates. Most have had previous experience as reporters and editors. Many come from the one-fourth of the professional staff that holds advanced degrees.

Before talking to any students, interviewers were thoroughly and completely briefed on the problem and scope of this study. They were given liberty to follow through and develop in detail what a respondent said about why he felt the way he did.

The interviews themselves -- some of which lasted as long as two hours -- were conducted in an informal, conversational style. Respondents were steered into talking about the areas involved, rather than being asked direct questions. This made possible a "custom-tailored" approach of questioning to each individual. Such a technique is extremely valuable in gathering the deeper motivations of persons whose opinions and attitudes are being sought.

The depth attitude technique is admittedly more time-consuming than are other methods of research. However this approach sets up a basis for analyzing why people feel the way they do; allows for evaluating a wide range of responses to given questions; allows for evaluating creative insights, concepts and hypotheses; and permits spontaneous or unsolicited responses. In addition, information obtained is likely to be more accurate because the interviewer can probe the respondent thoroughly on his intent and the meaning of what he says; the interviewer can fully control the direction of the questioning; and the language of the survey can be adapted to the ability, educational level or interests of the respondent.

The depth attitude technique is also ideal for soliciting suggestions upon which future policy or new programs can be built.

When field work coordinators interviewed students in this project, they identified themselves as representatives of the Youth and Education Department of Hill and Knowlton. They told the respondents that they were conducting a depth attitude study to probe the attitudes of young people toward education in general and careers in particular. In addition, students were told that interviews were being conducted with students like themselves at 40 selected high schools and colleges throughout the country.

Students were not told the name of the sponsor -- the National Center for Information on Careers in Education -- nor were they told the specific purpose of the study, to elicit their views relating to careers in education. This was to avoid the possibility of students expressing the sort of opinions they thought the project's sponsors might want to hear, rather then the opinions they actually held.

For the personal interviews, students were asked to give their names and permanent home addresses, but were assured that their names and remarks would be kept completely confidential and anonymous by Hill and Knowlton. Neither the names of the students nor the names of the schools they attend can ever by publicly identified.

At the conclusion of the personal interviews, field work coordinators asked respondents to fill out a self-administered questionnaire. Students were told that although they had already covered most of the information requested in this questionnaire in the personal interview itself, they were nevertheless being asked to fill out the questionnaire to provide a summary of the major points raised in the interview.

Analysis

In analyzing the returns of this study and in preparing the final report, the findings of the literature search, the self-administered questionnaire and the depth interviews were all taken into account. However, greatest emphasis was placed on the information obtained from the depth interviews, since these were most effective in providing clues on why young people hold the particular attitudes they do.

APPENDIX C

The Sample

The sample base consisted of 40 institutions -- 20 high schools and 20 colleges. They were selected on the basis of objective judgment, rather than on the basis of probability.

It was decided to select an equal number of institutions from each of the major geographical sections of the continental United States. In addition, for both high schools and colleges, it was decided to select an equal number of institutions of varying types of control (public, private or religious), of varying community type (urban, suburban, or rural), and of varying size (large, medium or small).

For the colleges, it was further decided in the selection process to take into consideration the type of college (2-year, 4-year or university college), its curricular offering, the sex of its student body, its racial orientation, and the selectivity of its enrollment.

As mentioned in Appendix B, there are 39,218 high schools in the United States and 2,551 colleges. In relating our particular variables to institutions that might possibly have been included in our sample, we relied for practically all information about the schools and their characteristics on the latest official directories issued by the U. S. Office of Education's National Center for Educational Statistics. For the high schools, these were the 5-volume directory, Public and Non-Public Elementary and Secondary Day Schools, 1968-69, and for colleges, the one-volume directory, Education Directory 1969-70 -- Higher Education.

There was one exception. In determining how selective particular colleges were in relation to enrollment, we relied on the classifications assigned to various colleges by James Cass and Max Birnbaum, in the 1970-71 edition of their higher education directory, Comparative Guide to American Colleges. Using their ratings, colleges were classified as either very selective, selective or average. To those community colleges which were not included in the Cass and Birnbaum directory, we assigned a classification of average.

Using the above variables, we decided to select five colleges and five high schools from each of four regions of the country -- North-East, North Central, South and West. Within those four regions, potential institutions for the sample were classified according to our various variables. Once they were so classified, institutions were selected as objectively as possible based on the need for certain types of institutions in terms of the variables.

Although it had been decided to limit the total sample base to 40 institutions, about 100 potential institutions were initially drawn because it was assumed that some

schools would refuse to participate in the study for various reasons. This was indeed the case. Typical of the refusals was this letter from a college in the South:

> "We are respectfully declining your kind offer to participate in the Careers Survey.
>
> "Our students are so heavily involved with survey-type activities that one more would indeed be burdensome.
>
> "We do thank you for considering us, however."

Whenever a refusal was received, care was taken to make sure that a comparable type institution was on our potential sample list, to assure that certain types of institutions were not inadvertently being omitted.

A special case occurred involving one of the nation's most populous states. It was deemed essential to include at least one high school from this state in the sample. Yet, when a request was made to include a high school from one of the state's largest cities in our sample, the school system involved declined the request, claiming that some of the questions in our questionnaire relating to family income and parental educational attainment violated a section of the state's education code prohibiting inquiry into the "family life" of pupils.

Further investigation revealed that although the legal counsel of that particular school system had so interpreted the meaning of the state's education code, other major school systems in the state were interpreting that code differently and did not see it as prohibiting the types of questions we were asking. Thus, we were able to select a comparable high school that met our specific needs and specifications in a neighboring city.

It was in this manner of targeting in on specific types of institutions that our sample was eventually selected. In choosing the 40 institutions, Hill and Knowlton assured all of the participating schools that in the interests of impartiality of research none would be identified publicly by name as having participated in this study.

However, to better describe the types of schools that were selected, we give the following profiles of the 40 institutions:

Colleges

Northeast

College A. A public, two-year community college located in the downtown section of a large city. The school's total enrollment is 4,600 students, of whom approximately 50 percent are white and 50 percent black. The school is classified as average in selectivity of enrollment.

Northeast (cont.)

College B. A private, 4-year college part of a major university located in a suburban setting. This Ivy League college is classified as very selective in enrollment. It has a predominantly-male student body.

College C. A very selective, private 4-year college located in a rural community. This is a small school, with a total enrollment of less than 1,000 students, which emphasizes the liberal arts.

College D. A religious, 4-year college which is part of a major university. This is a college with a total enrollment of about 4,000 students, located in the center of a major industrial city. The college, which is classified as selective in enrollment, is about 90 percent white and 10 percent black.

College E. A large 4-year college which is part of a major state university located in a rural setting. This public institution is co-ed, has a total enrollment of over 10,000 students and is classified as very selective in enrollment.

North Central

College F. A religious, 4-year college of medium size located in a predominantly suburban community. This liberal arts and teacher preparatory institution is co-ed and classified as very selective in enrollment. Twelve percent of the student body was listed as black.

College G. A two-year public community college of medium size located in the downtown section of a major city. This predominantly vocational-technical institution is classified average in selectivity of enrollment and is co-ed.

College H. A private 4-year college located in a rural community in one of the nation's northernmost states. This co-ed institution is small in size, with a total enrollment of 800 students, and is classified as selective in enrollment.

College I. A public, 4-year college part of a major state university with a total enrollment of over 10,000 students. This institution is located in a suburban community, is co-ed, is classified as average in selectivity of enrollment and has a minority student population of less than 5 percent of the total student body.

College J. A public, 4-year college part of a large university located in a suburban community. This co-ed institution is average in selectivity of enrollment and has a total enrollment of just under 3,000 students.

South

College K. A religious college which is part of a university. This 4-year institution is located in a suburban community, is co-ed, of medium size, and is rated

selective in enrollment. The racial distribution of the student body was reported to be 94 percent white and 6 percent black.

College L. A small, private, all-male 4-year college located in a rural community. This predominantly liberal arts institution has a total enrollment of about 650 students, is selective in enrollment, and has a student body that is 99 percent white.

College M. A religious, 4-year college located in a large city that has an enrollment that is 99 percent black. This school has an enrollment of approximately 1,200 students and is classified as average in selectivity of enrollment.

College N. A small, public, 2-year junior college located in a rural community. This co-ed institution stresses vocational-technical courses, has a total enrollment of about 1,000 students, and a racial mix of about 85 percent white and 15 percent black.

College O. A private, 4-year college which is part of a major university. This institution is co-ed, has a total enrollment of over 10,000 students, is located in a suburb of a major city and is classified as selective in enrollment. The student body is approximately 80 percent white, 18 percent Spanish-American and 2 percent black.

West

College P. An all-male, private 4-year college located in a suburban community. This very selective, liberal arts college is small in size and has a student body made up of 87 percent white, 7 percent black, and 6 percent Spanish-American students.

College Q. A medium-size, 4-year religious college located in a small city. This school, whose enrollment is 50 percent white and 50 percent Spanish-American, is co-ed and classified as average in selectivity of enrollment.

College R. A large, public 4-year college located in a rural town. This institution emphasizes liberal arts and teacher preparatory courses, is co-ed, has a total enrollment of over 5,000 students, practically all of whom are white, and is classified as average in selectivity of enrollment.

College S. A public, 2-year community college located in a suburban setting. This school, classified as average in selectivity of enrollment, is co-ed and has a predominantly white student body.

College T. A very selective 4-year college, part of a major university, located in a suburban setting. This co-ed institution is public, has a total enrollment of over 15,000 students, and a racial mix that includes 92 percent white, 5 percent Spanish-American and 3 percent black students.

High Schools

Northeast

High School A. A large, public 4-year high school located in the ghetto of a major city. The school, which has a total enrollment of 3,400 students, is about 60 percent black and 40 percent Spanish-American in racial and ethnic mix.

High School B. A public, 4-year high school located in a small, rural community. This co-ed institution has an enrollment of 1,700 students and a racial mix of 96 percent white and 4 percent black students.

High School C. A public high school, grades 10 to 12, located in a suburb within commuting distance of one of the nation's largest cities. This school, with an 88 percent white and 12 percent black racial mix, has a total enrollment of 1,300 students.

High School D. A 4-year, religious high school located in an urban setting. This small institution has about 500 students and is predominantly white in enrollment.

High School E. A medium-size, public 4-year high school located in the inner city of a medium-sized city. This school has just under 1,500 students, and a racial-ethnic mix that includes 90 percent black and 10 percent Spanish-American students.

North Central

High School F. A public secondary school, with grades 10 to 12, located in a suburban community. This predominantly white school has a total enrollment of 1,500 students.

High School G. A 4-year high school with less than 400 students located on the outskirts of a large city. This religious institution is 60 percent white and 40 percent black in enrollment.

High School H. A small, private, all-girl secondary school located in the middle of a major city. This school has grades 7 through 12, a total enrollment of 250 students, the great majority of whom are white.

High School I. An urban, public high school, grades 10 through 12, located in an old, but predominantly white, section of a major, large city. This institution has a total enrollment of about 2,000 students, of whom 90 percent are white.

High School J. A public 4-year high school located in a medium-size town. The total enrollment of this school is about 1,200 students, with 80 percent white and 20 percent black.

South

High School K. A small, religious, 4-year male high school located in the downtown section of a major city. Total enrollment of this school is about 700 students, of whom all are white.

High School L. A private, co-ed, 4-year high school located in a medium-size city. This school is all-white in enrollment and has a student body of about 450.

High School M. A medium-size, 4-year high school located in a very small rural community. This school of slightly under 1,000 students is predominantly black in enrollment.

High School N. A public 4-year high school located in a medium-size town. This large, co-ed school has approximately 2,000 students, of whom about 88 percent are white and 12 percent black.

High School O. A public, 4-year high school of medium size located in a large city. The enrollment is 1,400, and the racial mix about 65 percent white and 35 percent black.

West

High School P. A small, federally-run public high school with an enrollment made up predominantly of Indian-American students. This school is located in a suburban setting.

High School Q. A large, public, technically-oriented 4-year high school located in a suburban community. This school has a total enrollment of slightly less than 2,000 students and is predominantly white in racial mix.

High School R. A public high school, located in a suburban community, with grades 10 through 12. This large institution, with more than 1,500 students, is 94 percent white, 5 percent Spanish-American and 1 percent black in enrollment.

High School S. A 4-year, public high school located in a large city, with a total enrollment of almost 2,000 students and a racial mix that is 99 percent white and 1 percent black.

High School T. A medium-size, public high school located in a racially-mixed section of a major city. This school, with grades 10 through 12, has a total enrollment of about 1,300 students and a racial-ethnic mix that includes 47 percent black, 34 percent Spanish-American, 12 percent white, 6 percent Oriental and 1 percent Indian-American.

APPENDIX D

Survey Instruments

Two types of survey instruments were used in conducting this research project -- a 26-item, multiple-choice, self-administered questionnaire for use by itself, and a flexible, open-end questionnaire outline form covering seven major subject areas for use in the personal depth interviews.

For the high school students, the self-administered questionnaire was distributed in class to all of the sophomores and seniors enrolled at the 20 high schools included in our sample. For the college students, this questionnaire was distributed by mail to a randomly-selected sample representing one-fourth of all the sophomores and one-fourth of all the seniors enrolled at the 20 colleges included in our sample.

Identical self-administered questionnaires were distributed to high school and college students. Only the covering letters to the two sets of students were different, and then only insofar as the techniques for distributing the questionnaires involved different wording.

The open-end questionnaire form used in the personal interviews was not designed for use by the students. Rather, it was used principally as a guide or reference for field workers. It was intended to serve as the field workers' resource in soliciting from the students in the most informal and relaxed manner possible their free comments and reactions to the questions relating to values, education and careers. Field workers were instructed not to read the questions in the interview outline form to the student, but rather to paraphrase the questions in their own words and in words they thought would be comfortable for the respondents. One reason this was done was because of the differing academic and maturity levels of students interviewed. All seven major subject areas were to be covered in each interview.

Immediately following the interviews, field workers wrote detailed reports on each interview, in essay-style, quoting the students verbatim as much as possible in an effort to record fully the reasons they gave as to why they held the particular opinions they did.

(Throughout this report, data from the closed, multiple-choice questionnaire filled in by the 9,885 students are always referred to as coming from "the self-administered questionnaire." Data from the open-end questionnaire outline form used by the interviewers are always referred to as coming from the 'personal depth interviews.')

Education Department
Hill and Knowlton, Inc.
150 East 42 Street
New York, N.Y. 10017

(This is the self-administered questionnaire sent to high school students.)

Careers Survey

Student Self-Administered Questionnaire

Dear Student,

We have been asked by an educational organization to find out how students feel about school and future careers. What you tell us will be used later this year to begin giving high school students better information about career and job opportunities.

This questionnaire is being distributed to all sophomores and seniors at your high school, as well as to high school and college students at selected schools throughout the country. Your high school is cooperating in this research and has given permission to distribute this questionnaire to you.

Would you please take about 10 minutes to answer the questions in the following pages? Please answer each question, in order. Most questions need only a check mark to answer.

Please answer as frankly and accurately as you can. Your answers will be absolutely confidential, and no individual student's answers will be revealed in the reports, which will be based on statistical tabulations.

After you have completed the questionnaire, please return it to your teacher, so that all returns can be shipped back to our offices for tabulating.

Thank you for your help.

Walter K. Lindenmann
Project Director

FOR TABULATING USE ONLY

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)

Please tell us the name of your school: _____

and where it is located (city and state): _____

1. Please indicate your present class level:

(17) ☐ 1. 10th Grade in High School
☐ 2. 12th Grade in High School
☐ 3. 2nd Year in College
☐ 4. 4th Year in College
☐ 5. None of these

2. When you complete all your schooling, what is the highest educational level you hope you will have reached:

(18) ☐ 1. High School Graduate
☐ 2. Trade or Professional School Graduate
☐ 3. College Graduate—Associate Degree
☐ 4. College Graduate—Bachelor's Degree
☐ 5. Graduate or Professional Degree Beyond Bachelor
☐ 6. Other, please specify _____

3. After you complete school, in which of these do you think you probably will have a job or start a career:

(19) ☐ 1. Federal Government
☐ 2. State or Local Government
☐ 3. A small business
☐ 4. A large corporation
☐ 5. A school or college
☐ 6. A service or welfare organization
☐ 7. A self-employed profession
☐ 8. Start my own business
☐ 9. A labor organization
☐ 10. Military
☐ 11. Other, please specify _____
☐ 12. Don't know

4. Following is a list of 11 characteristics we would like you to rate on the basis of how important they are to you in picking a job or career. For example, if aiming for a job your friends think a lot of has great importance to you, then check (1). If it has only some importance, then check (2). etc.

	Great Importance	Some Importance	Limited Importance	No Importance
A. Aiming for a job my friends think a lot of	(20) 1. ☐	2. ☐	3. ☐	4. ☐
B. Being helpful to others or useful to society	(21) 1. ☐	2. ☐	3. ☐	4. ☐
C. Being original and creative	(22) 1. ☐	2. ☐	3. ☐	4. ☐
D. Having a chance to exercise leadership	(23) 1. ☐	2. ☐	3. ☐	4. ☐
E. Keeping away from high pressure situations	(24) 1. ☐	2. ☐	3. ☐	4. ☐
F. Having a job where I'm not limited to one city or area	(25) 1. ☐	2. ☐	3. ☐	4. ☐
G. Having freedom from supervision in my work	(26) 1. ☐	2. ☐	3. ☐	4. ☐
H. Living and working in the world of ideas	(27) 1. ☐	2. ☐	3. ☐	4. ☐
I. Making a lot of money	(28) 1. ☐	2. ☐	3. ☐	4. ☐
J. Making steady progress with limited risks	(29) 1. ☐	2. ☐	3. ☐	4. ☐
K. Working with people rather than things	(30) 1. ☐	2. ☐	3. ☐	4. ☐

5. Please put a check mark next to the *one* characteristic you feel best describes or identifies each of the following jobs:

	Characteristics					
	Being a Leader	Making Lots of Money	Being Original or Creative	Being Helpful to Others	A Job With Prestige	If None of These, Write in What You Think is the Best Description
A. Auto Mechanic	(31) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
B. Bank Teller	(32) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
C. Businessman	(33) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
D. College Professor	(34) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
E. Elementary Teacher	(35) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
F. High School Teacher	(36) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
G. Lawyer	(37) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
H. Nurse	(38) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
I. Physician	(39) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
J. Salesman	(40) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
K. Secretary	(41) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____
L. TV Repairman	(42) 1. ☐	2. ☐	3. ☐	4. ☐	5. ☐	6. _____

6. In planning for your career and future, how helpful and useful to you has been what you have learned in school or college?

(43) ☐ 1. Very helpful
☐ 2. Somewhat helpful
☐ 3. Of limited help
☐ 4. Of no help at all

7. When it comes to advice and suggestions on your career and future, to which of these would you most likely turn for information and help? Check only one.

(44) ☐ 1. A classmate
☐ 2. A teacher or professor
☐ 3. A counselor or placement director
☐ 4. A parent
☐ 5. A person in the career you are considering
☐ 6. Other, please specify _____

8. Which *one* of these statements best defines the *present* role of education in our society?

(45) ☐ 1. A system to insure the maintenance of the ideas, beliefs and values of the present society.
☐ 2. A system to help young people to change society and build a new, improved world.
☐ 3. A system that not only maintains the best values of the present society, but helps to build a new, improved world.
☐ 4. A system to teach young people to learn practical skills and knowledge to get and hold a satisfying job.
☐ 5. A system to help young people to achieve greater personal happiness and self-fulfillment.
☐ 6. None of these. Specify your own definition if you wish. _____

9. Which *one* of these statements best defines the role you would *ideally like* to see education play in our society?

(46) ☐ 1. A system to insure the maintenance of the ideas, beliefs and values of the present society.
☐ 2. A system to help young people to change society and build a new, improved world.
☐ 3. A system that not only maintains the best values of the present society, but helps to build a new, improved world.
☐ 4. A system to teach young people to learn practical skills and knowledge to get and hold a satisfying job.
☐ 5. A system to help young people to achieve greater personal happiness and self-fulfillment.
☐ 6. None of these. Specify your own definition if you wish. _____

10. Following is a range of personal characteristics. We would like you to use this list of characteristics to give us your impression of the typical elementary or secondary school teacher. If, for example, you feel teachers generally show good judgment in what they do, you might put a check mark next to (1). If you feel they generally show bad judgment, you would put a check mark next to (5). If you feel their judgment is generally neither good nor bad, then you would put a check mark next to (3). Please give us your ratings of the typical teacher for each of these characteristics.

A. Generally shows good judgment	(47) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Generally shows bad judgment
B. Is generally conservative	(48) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is generally liberal
C. Is generally well-paid	(49) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is generally poorly-paid
D. Has a job that offers few chances for advancement	(50) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Has a job that offers many chances for advancement
E. Is creative and intelligent	(51) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Has limited creativity and intelligence
F. Has low social prestige	(52) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Has high social prestige
G. Is weak and uninteresting	(53) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is strong and interesting
H. Shows little leadership	(54) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Shows great leadership
I. Is highly regarded in community	(55) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is little regarded in community
J. Is generally rigid	(56) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is generally flexible

11. Using the same range of personal characteristics, please give us your impression of the typical college professor.

A. Generally shows good judgment	(57) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Generally shows bad judgment
B. Is generally conservative	(58) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is generally liberal
C. Is generally well-paid	(59) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is generally poorly-paid
D. Has a job that offers few chances for advancement	(60) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Has a job that offers many chances for advancement
E. Is creative and intelligent	(61) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Has limited creativity and intelligence
F. Has low social prestige	(62) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Has high social prestige
G. Is weak and uninteresting	(63) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is strong and interesting
H. Shows little leadership	(64) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Shows great leadership
I. Is highly regarded in community	(65) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is little regarded in community
J. Is generally rigid	(66) 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐	Is generally flexible

12. Would you be interested at all in working on a full-time basis in a school, college or some related educational area?

(67) ☐ 1. Yes, very interested.
☐ 2. Yes, but only mildly interested.
☐ 3. No, not really interested, but I might be willing to do such work under certain circumstances.
☐ 4. No, definitely not interested.

13. Has your personal image of teachers influenced you in your decision to seek a career in education.?

(68) ☐ 1. Yes
☐ 2. No

14. About which of the following specific jobs in American education would you like to know more? (Please indicate possible interest even if you are not now planning a specific career in education.)

	Yes	No		Yes	No
College President	(69) 1. ☐	2. ☐	Principal	(78) 1. ☐	2. ☐
College Professor	(70) 1. ☐	2. ☐	School Dietitian	(79) 1. ☐	2. ☐
Counselor or Placement Director	(71) 1. ☐	2. ☐	School Librarian	(80) 1. ☐	2. ☐
Educational Researcher	(72) 1. ☐	2. ☐	[2] School Nurse	(17) 1. ☐	2. ☐
Educational Secretary	(73) 1. ☐	2. ☐	1 School Psychologist	(18) 1. ☐	2. ☐
Educational Television Technician	(74) 1. ☐	2. ☐	School Social Worker	(19) 1. ☐	2. ☐
Elementary Teacher	(75) 1. ☐	2. ☐	Superintendent of Schools	(20) 1. ☐	2. ☐
High School Teacher	(76) 1. ☐	2. ☐	Teacher's Aide	(21) 1. ☐	2. ☐
Nursery School Teacher	(77) 1. ☐	2. ☐	Teacher of the Handicapped	(22) 1. ☐	2. ☐
			Vocational-Technical Instructor	(23) 1. ☐	2. ☐

15. Would you be tempted to go into a career in education if education satisfactorily performed one of the following roles? Indicate which *one* role would appeal to you most.

(24) ☐ 1. A system to insure the maintenance of the ideas, beliefs and values of the present society.
☐ 2. A system to help young people to change society and build a new, improved world.
☐ 3. A system that not only maintains the best values of the present society, but helps to build a new, improved world.
☐ 4. A system to teach young people to learn practical skills and knowledge to get and hold a satisfying job.
☐ 5. A system to help young people to achieve greater personal happiness and self-fulfillment.
☐ 6. None of these. Specify your own definition if you wish. _____

Some Background Information

To properly understand the answers to the previous questions, we need to know some background information about you and other students. Please answer as best you can all of the following. Remember, your answers will be absolutely confidential.

16. Please give your age:

(25) ☐ 1. Age 14 ☐ 4. Age 17 ☐ 7. Age 20
☐ 2. Age 15 ☐ 5. Age 18 ☐ 8. Age 21
☐ 3. Age 16 ☐ 6. Age 19 ☐ 9. Age 22 and over

17. Please give your sex:

(26) ☐ 1. Male
☐ 2. Female

18. As best you know, how do you stand among other people in your class in school:

(27) ☐ 1. Top 10 Percent
☐ 2. Top Quarter, but not Top 10 Percent
☐ 3. Second Quarter
☐ 4. Third Quarter
☐ 5. Lowest Quarter
☐ 6. Don't Know

19. As best you know, what is your estimate of your *current* grade point average?

(28) ☐ 1. A ☐ 5. C+ ☐ 9. F
☐ 2. B+ ☐ 6. C
☐ 3. B ☐ 7. C− ☐ 10. Don't Know
☐ 4. B− ☐ 8. D

20. If you're in high school, which of the following best describes your current course of study:

(29) ☐ 1. Academic-Collegiate
☐ 2. Vocational-Technical
☐ 3. Commercial
☐ 4. General
☐ 5. None of These. Please specify _____

21. If you're in college, which of the following best describes your current course of study:

(30) ☐ 1. Liberal Arts
☐ 2. Business Administration
☐ 3. Natural Sciences
☐ 4. Teacher Preparatory
☐ 5. Professional
☐ 6. Vocational-Technical
☐ 7. Social Sciences
☐ 8. None of These. Please specify _____

(Since representatives of minority groups have expressed an interest in the findings of this study and are hoping to use the data in their own work, we need to know something of the racial and ethnic background of students participating in this survey. We fully realize that some students may not wish to answer questions along this line. However, to allow the findings of this study to be put to their greatest use, we would very much appreciate your answering the following questions.)

22. Please indicate your race:

(31) ☐ 1. Black
☐ 2. Oriental
☐ 3. White

23. What is the best description of your ethnic background (for example, Irish, Spanish, Polish, Mexican, Puerto Rican, French-Canadian, Chinese, Japanese, American Indian, etc.)?

(32) _____

24. Which of the following is your best estimate of your family's total annual income?

(33) ☐ 1. Less than $5,000 per year
☐ 2. Between $5,000 and $9,999 per year
☐ 3. Between $10,000 and $19,999 per year
☐ 4. Between $20,000 and $29,999 per year
☐ 5. $30,000 and over
☐ 6. Don't Know

25. What is the highest educational attainment of either your mother or father (whichever one was the higher)?

(34) ☐ 1. 8th Grade or less
☐ 2. Part High School
☐ 3. High School Graduate
☐ 4. Part College
☐ 5. College Graduate
☐ 6. Graduate or Professional Degree Beyond Bachelor

26. Which *one* of the following best describes the usual occupation of the head of the household in your family?

(35) ☐ 1. Clerical
☐ 2. Farmer or Farm Worker.
☐ 3. Military
☐ 4. Professional
☐ 5. Proprietor or Manager
☐ 6. Sales
☐ 7. Semi-Skilled Worker
☐ 8. Service Worker
☐ 9. Skilled Worker
☐ 10. Unskilled Worker

Please tell us the name of your school: _____

and where it is located (city and state): _____

Thank you for your cooperation.

Education Department
Hill and Knowlton, Inc.
150 East 42 Street
New York, N.Y. 10017

(This is the cover page of the self-administered questionnaire sent to college students, differing from the high school questionnaire only as necessary to accommodate the different method of distribution.)

Careers Survey

Student Self-Administered Questionnaire

Dear Student,

We have been asked by an educational organization to find out how students feel about school and future careers. What you tell us will be used later this year to begin giving college students better information about career and job opportunities.

This questionnaire is being sent to a random sample of all sophomores and seniors at your college, as well as to high school and college students at selected schools throughout the country. Your college is cooperating in this research and has given permission to distribute this questionnaire to you.

Would you please take about 10 minutes to answer the questions in the following pages? Please answer each question, in order. Most questions need only a check mark to answer.

Please answer as frankly and accurately as you can. Your answers will be absolutely confidential, and no individual student's answers will be revealed in the reports, which will be based on statistical tabulations.

After you have completed the questionnaire, please place it inside the enclosed, addressed envelope and put it in a mail box. The envelope does not require postage.

Thank you for your help.

Walter K. Lindenmann
Project Director

SUGGESTED CONTENT OF PERSONAL INTERVIEWS

I. Determine the respondent's career plans and aspirations.

a. Find out what the student plans to do after he completes high school, college, etc. Take him up through the educational ladder to the point where he has completed all schooling.

b. Then determine if he has any specific plans already worked out for when he completes his schooling. If so, what are they? Why did he choose them rather than others? If not, toward which possible careers is he leaning? Why? How definite is he about his career plans?

c. Find out what type of career or job he thinks he'll have when he reaches his parents' age. Why does he think he'll have this type of career?

d. Find out if he has any alternate career plans in case his present career plans do not work out.

e. Differentiate between the student's career plans (the things he most realistically thinks he'll be doing after he completes his schooling) and his career aspirations (the things he would most like to do if he had the opportunity).

II. Determine the respondent's values and interests as they relate to his career plans and aspirations.

a. Have the respondent rate the following characteristics on the basis of how important they are to him in picking a job or a career, checking (1) if aiming for a job his friends think a great deal of has great importance to him; (2) it has only some importance, etc.

	Great Importance	Some Importance	Limited Importance	No Importance
A. Aiming for a job my friends think a great deal of.	1.____	2.____	3.____	4.____
B. Being helpful to others or useful to society.	1.____	2.____	3.____	4.____
C. Being original and creative.	1.____	2.____	3.____	4.____
D. Having a chance to exercise leadership	1.____	2.____	3.____	4.____
E. Keeping away from high pressure situations.	1.____	2.____	3.____	4.____
F. Having a job where I'm not limited to one city or area.	1.____	2.____	3.____	4.____
G. Having freedom from supervision in my work.	1.____	2.____	3.____	4.____
H. Living and working in the world of ideas.	1.____	2.____	3.____	4.____
I. Making a lot of money.	1.____	2.____	3.____	4.____
J. Making steady progress with limited risks.	1.____	2.____	3.____	4.____
K. Working with people rather than things.	1.____	2.____	3.____	4.____

b. Use this rating of characteristics to try to get the respondent to put into his own words the reason he has placed a higher value on certain career characteristics than on others. Have the student identify on his own three or four careers or jobs which he

associates with his rankings of "great importance" and "no importance." If he has not done so on his own, ask the student with which of these rankings he would associate a career in education.

c. Use the rating of characteristics as a springboard for discussion and exploration of the respondent's attitudes and views toward careers and jobs in American society in general. Determine chiefly how the student thinks his career interests and the aims of society mesh. Determine whether the student views career opportunities in the U.S. in a positive or negative light. For example, is the student cynical about career opportunities, is he convinced that he has little chance in picking a career on his own, that society has almost predetermined his career options? Or, does he view the range of job and career opportunities as open to him? How much control does he think he and his generation will have in shaping careers and jobs?

d. Determine what careers are important to his peers. In addition, ask him if he knows what are the career preferences of the brighter or more creative students he knows, and why he thinks they have these career goals?

III. Explore the relationship of the respondent's career plans and personal values to what he is learning in school (college).

a. Find out who the student feels has the most influence on him in developing his career plans -- his parents, his classmates, his teachers, his counselors, others, etc.

b. Determine how important to the respondent are his school (college); e.g. his teachers and counselor in helping him plan for his future career. Has he ever talked to anyone at school about his job interests? Who? How much did he value the advice he received?

c. Determine the respondent's curricular interests in school (college). Does he see a tie between what he is learning in school and the type of job he hopes to enter?

IV. Determine the respondent's general attitudes toward school (college) and education.

a. Reassure the student that his responses will be kept anonymous then, discretely probe to find out how the student feels about his particular school (college). What does he like most about it, what does he like least? Does the student seriously think he is learning, or that he is wasting his time?

b. What does the respondent think about his and neighboring school systems (colleges), and about education in the United States in general? Ask the student to tell you what is the purpose of "education." Find out how important he feels a college education will be in the future.

c. After the student has given his own definition of education, point out that to some experts, the chief function of the schools is to transmit, or pass on, to the younger

generation the culture (ideas, beliefs and values) of the older generation. To other experts, however, the chief function of the schools is to change society, to build a new social order. Determine if the respondent sees the schools of today fulfilling either, both, or none of these functions. Find out if the student feels ideally that education should seek to maintain the status quo or bring about change in society.

V. Determine the respondent's attitudes toward teachers and education.

a. Find out how the student feels toward the particular teachers (professors) with whom he has been in regular contact. Is he comfortable in their presence? Do his teachers (professors) take a personal interest in him? Are teachers friendly and easy to approach? Are teachers willing to listen to his problems? Does he feel the teachers he has met are really excited about their work, and really enjoy teaching?

b. Determine his image of the educator, e.g. the principal, the school psychologist, the guidance counselor, the college professor. Then find out what jobs or careers he would categorize as being held by the leaders of American society. Determine if he thinks educators are "leaders" in American society. If so, why; if not, why not? How would he rate the teacher and educator in terms of social prestige or in terms of the power they have to sway public opinion? Is teaching a good career for a woman? For a man?

VI. Determine the respondent's attitude toward careers in education.

a. If the student has already expressed an interest in an education career, then probe to determine why he has the views he does; what alternate career possibilities he is considering; what is so important to him about his career choice. Find out if the student's attitude toward schools and teachers had any effect on his considering a career in education. (He may have already answered some of these questions previously. If so, it is not necessary to repeat them here.)

b. If the student has not expressed an interest in an educational career, find out if he ever considered a school or college position, and what his views are. Find out if the student's attitudes toward schools and teachers had any effect on his not wanting to consider a career in education.

c. If the student is "turned off" from careers in education, find out specifically why. Find out what changes would need to be made in education to get him to change his mind.

d. Determine if the student feels careers in education are attractive to the really bright or creative students he knows. If so, why; if not, why not?

e. Whether a student expresses an interest or a dislike in a career in education, determine what to him is the best possible aspect of a school or college career, and what to him is the worst possible aspect of such a career.

f. Determine if the respondent has a different attitude toward a career in elementary and secondary education, vs. a career in higher education. Find out why such differences exist, if they do.

VII. Explore the respondent's familiarity and knowledge of the range of possible careers in education.

a. Find out how the respondent thinks of a career in education. Does he define it strictly as teaching? Does he have any familiarity at all with other educational careers -- the work of the counselor, the school psychologist, the para-professional teacher's aid, the social worker, the teacher of the handicapped, the educational researcher? Which of these most interest him?

b. Determine how well-informed the student is about what it takes to get a job in education. Where would he go for information? Ask him to determine whether in his view there currently is, or is not, a teacher shortage in the United States.

c. Ask the student to suggest ways educators can best inform young people about career opportunities in education. If the respondent wanted to "sell" another youngster on the idea of pursuing a career in education, how would he go about doing it?

APPENDIX E

Supplementary Statistical Tables

Major questions that were asked in the self-administered questionnaire are capable of being analyzed in terms of at least 25 different individual variables and numerous other combinations of variables. In addition, a multiple assortment of cross tabulations are possible depending on the type of specific extra information about student attitudes that may be required.

From all these potential combinations, we selected those needed to fulfill the objectives of this particular study. All the data remain on punched cards and tapes for additional use as needed in later stages of NCICE's program. A set of print-outs of raw data from the questionnaires is being furnished to NCICE with this report.

Much of the data used in the preparation of this report is contained in the tables and charts appearing in Part II of this report. Following are several supplementary tables relating to student images of the positions of educators.

TABLE 29

High School Sophomores' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	24.7%	23.4%	24.9%	4.1%	3.7%	Generally shows bad judgment
Is generally conservative	18.9	20.2	28.1	6.1	5.4	Is generally liberal
Is generally well-paid	11.9	11.7	26.1	13.2	14.7	Is generally poorly-paid
Has a job that offers few chances for advancement	20.7	15.7	23.8	8.6	9.9	Has a job that offers many chances for advancement
Is creative and intelligent	20.9	22.1	22.3	6.4	5.8	Has limited creativity and intelligence
Has low social prestige	8.9	12.3	33.7	11.5	11.2	Has high social prestige
Is weak and uninteresting	8.8	12.2	26.7	14.9	15.6	Is strong and interesting
Shows little leadership	8.8	11.6	24.4	16.8	16.3	Shows great leadership
Is highly regarded in the community	13.7	15.5	32.8	8.8	7.5	Is little regarded in the community
Is generally rigid	12.9	13.5	31.7	10.8	9.0	Is generally flexible

TABLE 30

High School Seniors' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	13.4%	16.1%	16.7%	2.4%	2.4%	Generally shows bad judgment
Is generally conservative	13.7	13.2	17.1	3.5	2.7	Is generally liberal
Is generally well-paid	5.5	6.8	16.7	8.8	11.8	Is generally poorly-paid
Has a job that offers few chances for advancement	13.5	11.5	14.8	5.1	5.1	Has a job that offers many chances for advancement
Is creative and intelligent	11.1	13.7	16.5	4.9	3.5	Has limited creativity and intelligence
Has low social prestige	4.4	7.9	23.1	8.6	5.5	Has high social prestige
Is weak and uninteresting	4.7	7.1	20.2	10.5	7.3	Is strong and interesting
Shows little leadership	5.5	6.9	16.8	11.6	8.7	Shows great leadership
Is highly regarded in the community	7.5	10.9	21.9	5.7	3.5	Is little regarded in the community
Is generally rigid	7.1	8.7	21.4	7.5	4.9	Is generally flexible

TABLE 31

High School Boys' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	20.9%	25.6%	22.3%	4.5%	4.1%	Generally shows bad judgment
Is generally conservative	19.9	19.9	25.9	5.8	4.7	Is generally liberal
Is generally well-paid	9.5	10.4	23.3	14.8	17.1	Is generally poorly-paid
Has a job that offers few chances for advancement	21.3	17.2	20.2	8.7	8.7	Has a job that offers many chances for advancement
Is creative and intelligent	17.9	22.6	22.2	7.3	5.6	Has limited creativity and intelligence
Has low social prestige	8.5	12.6	31.8	12.8	9.4	Has high social prestige
Is weak and uninteresting	8.4	12.4	27.1	15.6	12.3	Is strong and interesting
Shows little leadership	8.5	11.9	22.9	17.7	14.2	Shows great leadership
Is highly regarded in the community	11.5	16.1	31.3	9.8	6.9	Is little regarded in the community
Is generally rigid	12.1	14.5	30.6	10.4	7.9	Is generally flexible

TABLE 32

High School Girls' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	22.5%	19.5%	25.5%	2.9%	2.6%	Generally shows bad judgment
Is generally conservative	17.3	18.3	25.9	5.1	4.6	Is generally liberal
Is generally well-paid	10.3	10.9	26.0	10.3	13.2	Is generally poorly-paid
Has a job that offers few chances for advancement	17.9	13.7	24.3	6.9	8.5	Has a job that offers many chances for advancement
Is creative and intelligent	18.7	18.3	22.5	5.7	5.1	Has limited creativity and intelligence
Has low social prestige	6.6	10.5	33.3	10.2	9.7	Has high social prestige
Is weak and uninteresting	7.0	9.5	26.6	13.5	14.0	Is strong and interesting
Shows little leadership	7.8	9.3	24.4	14.7	14.5	Shows great leadership
Is highly regarded in the community	12.7	14.1	31.5	6.9	5.6	Is little regarded in the community
Is generally rigid	10.8	10.8	30.2	10.7	8.0	Is generally flexible

TABLE 33

High School Sophomores' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	24.9%	13.8%	14.7%	2.1%	2.4%	Generally shows bad judgment
Is generally conservative	13.8	11.7	17.9	7.3	5.8	Is generally liberal
Is generally well-paid	21.6	14.4	13.2	3.9	3.5	Is generally poorly-paid
Has a job that offers few chances for advancement	10.2	9.2	15.1	10.4	12.0	Has a job that offers many chances for advancement
Is creative and intelligent	22.5	13.8	12.9	3.9	3.5	Has limited creativity and intelligence
Has low social prestige	5.5	7.1	14.7	11.8	17.0	Has high social prestige
Is weak and uninteresting	5.6	5.9	16.8	12.3	15.4	Is strong and interesting
Shows little leadership	6.1	6.7	14.4	12.9	16.2	Shows great leadership
Is highly regarded in the community	18.2	12.2	16.4	5.1	4.6	Is little regarded in the community
Is generally rigid	11.0	8.9	21.3	7.5	7.8	Is generally flexible

TABLE 34

High School Seniors' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	15.4%	11.5%	12.4%	1.8%	1.6%	Generally shows bad judgment
Is generally conservative	7.4	7.1	14.5	7.6	5.4	Is generally liberal
Is generally well-paid	15.7	11.8	9.6	3.1	1.6	Is generally poorly-paid
Has a job that offers few chances for advancement	6.4	6.5	11.3	9.1	8.9	Has a job that offers many chances for advancement
Is creative and intelligent	15.9	12.4	9.3	2.8	1.5	Has limited creativity and intelligence
Has low social prestige	2.8	3.4	10.3	10.8	14.2	Has high social prestige
Is weak and uninteresting	3.2	3.9	14.2	11.0	9.3	Is strong and interesting
Shows little leadership	3.2	3.9	13.1	11.2	10.2	Shows great leadership
Is highly regarded in the community	14.0	10.5	11.5	3.2	2.7	Is little regarded in the community
Is generally rigid	6.3	6.4	16.7	7.1	5.3	Is generally flexible

TABLE 35

High School Boys' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	22.2%	16.4%	15.6%	2.5%	2.7%	Generally shows bad judgment
Is generally conservative	11.5	11.2	19.1	10.2	6.6	Is generally liberal
Is generally well-paid	20.9	17.2	12.7	4.4	3.0	Is generally poorly-paid
Has a job that offers few chances for advancement	9.8	9.8	15.3	12.5	11.3	Has a job that offers many chances for advancement
Is creative and intelligent	21.7	17.3	12.5	4.1	3.0	Has limited creativity and intelligence
Has low social prestige	5.0	6.9	14.1	14.5	17.6	Has high social prestige
Is weak and uninteresting	5.7	6.2	18.4	14.7	12.8	Is strong and interesting
Shows little leadership	5.4	7.4	16.7	14.4	14.2	Shows great leadership
Is highly regarded in the community	17.8	15.1	16.1	5.4	4.4	Is little regarded in the community
Is generally rigid	10.2	10.3	21.4	9.1	7.5	Is generally flexible

TABLE 36

High School Girls' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	23.8%	12.7%	15.5%	1.8%	1.8%	Generally shows bad judgment
Is generally conservative	12.8	10.2	18.2	7.1	6.3	Is generally liberal
Is generally well-paid	21.8	12.7	13.3	3.7	2.8	Is generally poorly-paid
Has a job that offers few chances for advancement	9.1	8.2	14.9	9.7	12.8	Has a job that offers many chances for advancement
Is creative and intelligent	22.3	12.7	12.9	3.6	2.7	Has limited creativity and intelligence
Has low social prestige	4.4	4.9	14.5	11.4	18.3	Has high social prestige
Is weak and uninteresting	4.1	4.8	17.2	11.9	15.6	Is strong and interesting
Shows little leadership	5.1	4.5	14.8	13.3	16.2	Shows great leadership
Is highly regarded in the community	19.3	10.7	15.8	4.1	4.1	Is little regarded in the community
Is generally rigid	9.5	7.1	22.2	7.7	7.5	Is generally flexible

TABLE 37

College Sophomores' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	13.5%	40.9%	35.1%	7.4%	1.7%	Generally shows bad judgment
Is generally conservative	28.6	37.3	24.2	7.0	1.9	Is generally liberal
Is generally well-paid	3.4	10.4	30.5	31.1	23.3	Is generally poorly-paid
Has a job that offers few chances for advancement	25.1	30.5	27.3	12.1	4.0	Has a job that offers many chances for advancement
Is creative and intelligent	9.9	33.9	34.9	14.1	6.2	Has limited creativity and intelligence
Has low social prestige	4.6	17.6	43.0	27.1	6.5	Has high social prestige
Is weak and uninteresting	2.8	14.7	43.7	29.4	7.8	Is strong and interesting
Shows little leadership	4.3	16.3	37.5	32.7	7.8	Shows great leadership
Is highly regarded in the community	10.5	30.9	41.3	13.8	2.3	Is little regarded in the community
Is generally rigid	13.0	28.2	35.3	18.7	3.7	Is generally flexible

TABLE 38

College Seniors' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	11.3%	40.0%	37.1%	7.8%	1.9%	Generally shows bad judgment
Is generally conservative	27.3	37.9	25.0	6.5	1.6	Is generally liberal
Is generally well-paid	2.7	11.0	26.8	32.5	25.0	Is generally poorly-paid
Has a job that offers few chances for advancement	23.8	30.6	28.3	11.4	3.9	Has a job that offers many chances for advancement
Is creative and intelligent	9.4	33.0	33.9	16.5	5.3	Has limited creativity and intelligence
Has low social prestige	6.3	19.5	41.4	25.4	5.7	Has high social prestige
Is weak and uninteresting	3.4	13.3	45.3	29.6	6.5	Is strong and interesting
Shows little leadership	4.7	17.6	36.1	31.0	8.7	Shows great leadership
Is highly regarded in the community	9.2	30.5	38.4	16.1	3.9	Is little regarded in the community
Is generally rigid	13.4	30.0	36.1	15.4	3.3	Is generally flexible

TABLE 39

College Boys' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	10.5%	41.4%	35.8%	8.4%	2.0%	Generally shows bad judgment
Is generally conservative	24.9	39.2	24.5	7.6	2.1	Is generally liberal
Is generally well-paid	2.8	10.9	27.8	33.3	23.4	Is generally poorly-paid
Has a job that offers few chances for advancement	23.9	32.4	27.5	11.5	3.1	Has a job that offers many chances for advancement
Is creative and intelligent	8.0	32.0	36.2	16.4	5.9	Has limited creativity and intelligence
Has low social prestige	5.6	20.9	40.9	26.1	4.9	Has high social prestige
Is weak and uninteresting	3.1	15.2	45.4	28.9	5.5	Is strong and interesting
Shows little leadership	5.1	18.8	36.5	32.1	5.7	Shows great leadership
Is highly regarded in the community	7.8	29.2	41.2	16.6	3.4	Is little regarded in the community
Is generally rigid	13.4	30.9	34.7	16.6	2.6	Is generally flexible

TABLE 40

College Girls' Range of Impressions
About Elementary and Secondary Teachers

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	15.7%	38.9%	36.3%	6.1%	1.3%	Generally shows bad judgment
Is generally conservative	32.5	35.4	24.5	5.4	1.3	Is generally liberal
Is generally well-paid	3.5	10.2	30.1	29.3	25.3	Is generally poorly-paid
Has a job that offers few chances for advancement	25.3	27.5	28.6	12.0	5.3	Has a job that offers many chances for advancement
Is creative and intelligent	12.2	35.9	31.7	13.6	5.6	Has limited creativity and intelligence
Has low social prestige	4.8	14.7	44.6	26.4	8.0	Has high social prestige
Is weak and uninteresting	3.1	12.3	42.9	30.5	9.9	Is strong and interesting
Shows little leadership	3.5	14.1	37.2	32.2	12.0	Shows great leadership
Is highly regarded in the community	13.1	33.1	38.2	12.1	2.5	Is little regarded in the community
Is generally rigid	12.8	26.1	37.2	17.9	4.8	Is generally flexible

TABLE 41

College Sophomores' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	17.9%	47.0%	26.8%	5.5%	1.7%	Generally shows bad judgment
Is generally conservative	4.6	9.7	27.8	41.6	15.2	Is generally liberal
Is generally well-paid	18.6	36.2	26.3	12.9	4.8	Is generally poorly-paid
Has a job that offers few chances for advancement	4.5	12.3	25.1	40.6	16.2	Has a job that offers many chances for advancement
Is creative and intelligent	28.4	40.0	15.7	10.6	4.2	Has limited creativity and intelligence
Has low social prestige	2.1	5.1	13.9	41.2	36.5	Has high social prestige
Is weak and uninteresting	2.5	6.7	30.5	44.9	14.2	Is strong and interesting
Shows little leadership	2.7	7.5	36.5	40.3	11.8	Shows great leadership
Is highly regarded in the community	29.6	33.7	17.9	12.3	5.2	Is little regarded in the community
Is generally rigid	4.9	10.4	28.2	37.8	17.7	Is generally flexible

TABLE 42

College Seniors' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	16.4%	45.9%	28.3%	6.4%	1.6%	Generally shows bad judgment
Is generally conservative	4.5	12.3	28.2	41.1	12.7	Is generally liberal
Is generally well-paid	18.3	39.1	24.2	12.5	4.4	Is generally poorly-paid
Has a job that offers few chances for advancement	3.8	14.7	26.3	40.2	13.2	Has a job that offers many chances for advancement
Is creative and intelligent	25.4	42.8	17.2	8.9	4.1	Has limited creativity and intelligence
Has low social prestige	1.6	4.5	11.6	43.9	37.0	Has high social prestige
Is weak and uninteresting	2.5	6.8	32.4	43.6	13.3	Is strong and interesting
Shows little leadership	2.9	9.2	35.3	41.1	9.8	Shows great leadership
Is highly regarded in the community	28.2	35.7	15.9	11.8	6.9	Is little regarded in the community
Is generally rigid	6.1	10.7	30.2	38.6	13.2	Is generally flexible

TABLE 43

College Boys' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	16.6%	49.1%	25.0%	6.3%	1.8%	Generally shows bad judgment
Is generally conservative	4.2	11.8	27.3	41.6	13.7	Is generally liberal
Is generally well-paid	18.5	41.2	23.1	11.7	4.0	Is generally poorly-paid
Has a job that offers few chances for advancement	4.1	13.9	24.8	42.3	13.2	Has a job that offers many chances for advancement
Is creative and intelligent	28.5	41.7	15.2	9.5	3.8	Has limited creativity and intelligence
Has low social prestige	1.7	5.1	12.9	44.6	34.4	Has high social prestige
Is weak and uninteresting	2.3	7.7	29.9	46.1	12.6	Is strong and interesting
Shows little leadership	3.3	9.7	36.6	40.0	8.7	Shows great leadership
Is highly regarded in the community	26.2	37.6	16.7	12.9	5.3	Is little regarded in the community
Is generally rigid	4.9	12.3	29.1	38.2	14.4	Is generally flexible

TABLE 44

Collge Girls' Range of Impressions About College Professors

	Feels Strongly	Feels Mildly	Neutral	Feels Mildly	Feels Strongly	
Generally shows good judgment	17.9%	42.5%	31.5%	5.3%	1.4%	Generally shows bad judgment
Is generally conservative	4.6	9.5	29.1	41.3	14.5	Is generally liberal
Is generally well-paid	18.3	32.0	28.7	14.3	5.6	Is generally poorly-paid
Has a job that offers few chances for advancement	4.1	12.7	27.0	37.6	17.2	Has a job that offers many chances for advancement
Is creative and intelligent	24.4	41.3	18.1	10.5	4.7	Has limited creativity and intelligence
Has low social prestige	2.0	4.3	12.5	39.6	40.3	Has high social prestige
Is weak and uninteresting	2.8	5.2	33.5	41.7	15.6	Is strong and interesting
Shows little leadership	1.9	5.8	34.8	42.0	13.9	Shows great leadership
Is highly regarded in the community	33.4	30.3	17.1	11.1	7.1	Is little regarded in the community
Is generally rigid	6.3	7.9	29.1	38.3	17.4	Is generally flexible

Appendix F

References and Source Material

Current Source Material -

Recent articles, reports, books and studies pertinent for analyzing current attitudes of young people toward careers and education.

Bachman, Jerald G., et al.

1967 Youth in Transition, Volume I, Ann Arbor, Michigan: Institute for Social Research.

1970 Youth in Transition, Volume II, Ann Arbor, Michigan: Institute for Social Research.

Bayer, Alan E. et al.

1970 The First Year of College: A Follow-up Normative Report, Washington, D.C.: American Council on Education Office of Research.

Beardslee, David C. and Donald O'Dowd.

1967 Development and Consistency of Student Images of Occupations, Rochester, Mich: Oakland University.

Bryant, Barbara Everitt.

1970 High School Students Look at Their World, Columbus, Ohio: R. H. Goettler and Associates.

Chandler, B.J. et al.

1971 Education and the New Teacher, New York: Dodd, Mead & Company.

Clack, Ronald J.

1968 "Occupational Prestige and Vocational Choice," Vocational Guidance Quarterly, (June): 282-6.

Creager, John A., et al.

1969 National Norms for Entering College Freshmen, Washington D.C.: American Council on Education Office of Research.

Davies, Don.

1970 "The Teacher Numbers Game," American Education, Volume VI (October): 7-8.

Dreeben, Robert.
1970 The Nature of Teaching: Schools and the Work of Teachers, Chicago: Scott-Foresman Keystone of Education Series.

Gallup International.
1970 How the Nation Views the Public Schools, New York: Gallup.

Groves, W. Eugene, et al.
1970 "Study of Life Styles and Campus Communities: Preliminary Report," (December), Baltimore, Md.: The Johns Hopkins University, mimeo.

Guilford, J. P.
1970 "Creativity, Twenty Years Later," in, Report of a National Seminar: Creativity: The State of the Art, Dayton, Ohio: Institute for Development of Educational Activities, Inc.

Harris, Louis.
1969 "What People Think About Their High Schools," Life, Volume 66, No. 19 (May 16): 22-39.

1971 "Change Yes, Upheaval No," Life, Volume 70, Number 1 (January 8): 22-30.

Hill and Knowlton Education Department.
1969 "A Comprehensive Analysis of the Surveys on Youth Attitudes," Opinion Today, (September), New York: Hill and Knowlton, Inc.

Holland, John L.
1966 The Psychology of Vocational Choice, Waltham, Mass.: Blaisdell Publishing Company.

Hood, Charles E.
1965 "Teaching as a Career," The Clearing House, Volume 40, Number 4 (December), 228-231.

National Education Association.
1967 The American Public School Teacher 1965-66, Research Report R4, Washington, D. C.: NEA Research Division.
1969 Teacher Supply and Demand in Public Schools, Research Report R14, Washington, D. C.: NEA Research Division.

Opinion Research Corporation Public Opinion Index Survey.
1970 "Youth Attitudes: America's Teenagers Discuss Their Plans for Further Education and Their Career Choices," Vol. XXVII, Number 20, (October), Princeton, N.J.: ORC

Roper Research Associates.
1969 A Study of the Beliefs and Attitudes of Male College Seniors, Freshmen and Alumni, (May), New York: Roper.

San Diego County Department of Education.
1968 "Summary of Responses of Tenth Grade Students in San Diego County to Educational and Vocational Planning Questionnaire," (March), San Diego, Calif.: Dept. of Education, mimeo.

Scholastic Magazine Survey.
1970 Where High School Youth Stand on Current Issues, New York: National Institute of Student Opinion, (Sept. - Oct.).

Seventeen Magazine Survey of Young People.
1971 "You Tell What's Right and Wrong with America," Research done for Seventeen by its own staff and reporters, Seventeen, Volume 30, Number 2, (February): 116-127.

Simmons, Roberta G. and Morris Rosenberg.
1971 "Functions of Children's Perceptions of the Stratification System," American Sociological Review, Volume 36, Number 2 (April), 235-49.

The Wall Street Journal.
1971 "High School Seniors Find Job Openings are Few and Far Between," The Wall Street Journal, Volume 177, Number 108 (June 4), 1+.

Time Education Section.
1971 "Graduates and Jobs: A Grave New World," Time, Volume 97, Number 21 (May 24), 49-59.

U.S. Department of Commerce Population Report.
1970 Characteristics of American Youth, Washington, D.C.: U.S. Department of Commerce, (February 6).

U.S. News & World Report.
1971 "Choosing Careers: The Big Shift," U.S. News & World Report, Volume LXX, Number 22 (May 31), 22-24.

Historical Source Material -

Articles, reports, books and studies which have some historical significance and thus can provide a "benchmark" against which more recent research can be measured.

Beardslee, David C. and Donald D. O'Dowd.
1961 "The Student Image of the School Teacher," Phi Delta Kappan, Volume 42, 250-4.
1962 "Students and the Occupational World," in Nevitt Sanford, editor, The American College, New York: John Wiley & Sons, Inc., 597-626.

Clark, Burton R.
1964 "Sociology of Education," in Robert E. L. Faris editor, Handbook of Modern Sociology, Chicago: Rand McNally & Co.

Counts, George S.
1925 "The Social Status of Occupations," The School Review, Vol. 33 (January): 20-21.

Davis, James A.
1964 Great Aspirations: The Graduate School Plans of America's College Seniors, Chicago: Aldine.
1965 Undergraduate Career Decisions: Correlates of Occupational Choice. Chicago: Aldine.

Flanagan, John C. et al.
1964 Project Talent: The Identification, Development and Utilization of Human Talents, "The American High School Student," Pittsburgh: University of Pittsburgh Project Talent Office.

Ginzberg, Eli et al.
1951 Occupational Choice: An Approach to a General Theory, New York: Columbia University Press.

Hodge, R. W., P. M. Siegel and P. H. Rossi.
1964 "Occupational Prestige in the United States, 1925-63," American Journal of Sociology, Volume 70, 286-302.

Jantzen, J. Marc.
1959 "An Opinionnaire on Why College Students Choose to Teach," Journal of Educational Research, Volume 53, (September): 13-17.

Kuhlen, R. G. and W. J. Dipboye
1959 Motivational and Personality Factors in the Selection of Elementary and Secondary School Teaching as a Career, Syracuse: Syracuse University Institute of Research.

Lieberman, Myron.
1956 Education as a Profession, New York: Prentice-Hall.

Lloyd-Jones, Esther and Mary V. Holman.
1957 "Why People Become Teachers," in Lindley J. Stiles, ed., The Teacher's Role in American Society, New York: Harper & Brothers.

Morris, Charles N.
1957 "Career Patterns of Teachers," in Lindley J. Stiles, Ed., The Teacher's Role in American Society, New York: Harper & Brothers.

Perucci, Robert.
1967 "Education, Stratification and Mobility," in Donald A. Hansen and Joel E. Gerstl, On Education-Sociological Perspectives, New York: John Wiley & Sons, Inc.

Rosenberg, Morris.
1960 "Choosing a Career," in Rose K. Goldsen, et al., What College Students Think, Princeton, N.J.: D. Van Nostrand Co., Inc.

Wolfle, Dael.
1954 America's Resources of Specialized Talent, New York: Harper & Brothers.

APPENDIX G

The Research Team

The standard Hill and Knowlton approach to projects is a team approach. The firm, which was founded in 1927, has long recognized that it can most effectively carry out assignments through the exchange of ideas and contributions made by a team of highly diversified and skilled professionals. On any given assignment, a team will include a member of senior management, an account or project supervisor, an account executive or project director, and a cadre of resource specialists.

This particular research project involved 24 members of the Hill and Knowlton professional staff, including 14 interviewers, plus 20 technical, clerical and production personnel. The principal persons involved in the study were the following:

John H. O'Connell, H&K executive vice president, represented the firm's Management Committee, in the administration of the project. He has been with the firm for more than 20 years and has a broad array of experience in all phases of counseling.

Paul A. Wagner, H&K senior vice president and director of the Youth and Education Department, supervised the overall project. A former college president and head of the Ford Foundation's educational film program, he presently teaches at Columbia University.

Walter K. Lindenmann, account executive, served as project director and principal investigator for this study. A former education editor and executive director of Group Attitudes Company, he is completing work toward a Ph. D. in sociology and education at Columbia University.

Samuel A. Miles, executive director of Group Attitudes Company, provided extensive assistance in the planning, coordination and analysis of the study. He is a former science teacher and former executive vice president of a communications company that specialized in technical writing and multi-media educational packages.

J. Ben Lieberman, H&K vice president and senior education counselor of the Youth and Education Department, offered extensive counseling in the analysis and preparation of the final report. A political scientist and communications specialist, he has taught management, social science and journalism at the high school and college level.

Wayne Tongue, research associate in the Hill and Knowlton Youth and Education Department, played a key role in coordinating the planning and execution of the Pre-Test and the Field Work.

Agnes S. Galban, director of research for Hill and Knowlton, provided assistance in the detailed search of the professional literature of previous research studies. A former research librarian for a major trade association, she holds a degree in library science from Columbia University.

Isabel Ramos, research assistant in the Youth and Education Department, assumed responsibility for the distribution of questionnaires and the collection and coding of all of the quantitative data for this study.